

PATERSON PUBLIC SCHOOLS

ANNUAL REPORT

EVALUATION OF DISTRICT EDUCATION PLAN 2001-2002

Dr. Edwin Duroy
State District Superintendent of Schools

All Children Can Learn

TABLE OF CONTENTS

Introduction.....	4
Program Expansion for 2000-2001 School Year.....	12.
 Section I	
A. Student Achievement/Benchmark Tables	
ESPA Language Arts, Mathematics, Science.....	18
GEPA Language Arts, Mathematics, Science	30
HSPT Reading, Writing, Mathematics	40
 B. Evaluation of Strategies	
Overview.....	47
Assessment of Student Performance.....	48
Technical Support to Elementary Schools.....	69
GEPA After-School Program	96
ESPA After-School Program ..	98
Technical Support to Secondary Schools	101
 Section II – Urban Education Reform Regulations	
Whole School Reform Implementation Status	125
Technical Assistance and Support to Schools.....	127
School Performance: A Comparison by Whole School Reform Model	130
Cohort Analysis – ESPA	
Cohort Analysis - GEPA	
Implementation Barriers and Issues.....	144

TABLE OF CONTENTS (continued)

Section III - Parent And Community Involvement

A. Parent involvement and participation in the schools.....	146
B. Strengthen and define the role of the state-operated school board in district policy making.....	148
C. Involve community based organizations to support the delivery of thorough and efficient education.....	149

Section IV - Corrective Action Plans

Summary Chart	152
Indicator 5.1 Pupil Attendance	153
Indicator 5.2 Dropout Rate	157
Indicator 7.1 State Aid.....	161
Indicator 7.2 Generally Accepted Accounting Principles (GAAP).....	162
Indicator 7.3 Over-expenditure of Funds.....	163
Indicator 7.4 Annual Audit Recommendations.....	164
Indicator 7.5 Transportation.....	165
Indicator 7.6 Health and Safety.....	166
Indicator 7.7 Comprehensive Maintenance Plan.....	167
Indicator 7.8 Facilities Master Plan.....	168

Introduction

The Paterson Public Schools is pleased to present this report on annual progress. Over the past five years, the district has realized improved student achievement, greater school choice for our students, one of the most significant dropout rate improvements in the state, facilities upgrades and an increased number of students utilizing our schools.

Across the district, teachers and administrators work daily to bring instruction into meaningful alignment with the Core Curriculum Content Standards and to foster classroom management and practices that engage students in thoughtful learning.

Three of the district's elementary schools (Schools 1, 2, and 9) received *Star Schools* and/or *Best Practice* Recognition. Rosa Parks High School received *Star Schools* recognition and was ranked as the third best academic school in Passaic County by *New Jersey Monthly Magazine*. Additionally, the district has been the recipient of several competitive grants including Career Learning Academies and Smaller Schools (CLASS), Paterson Educational Partnership for Community Learning Centers (PEP 21), Goals 2000, Interactive TV and E-Rate Funding.

The district is especially proud of its search for best practices. Learning from our own staff signals to all that the district has teachers and administrators who are committed to our students and their performance. These dedicated professionals are redirecting the educational culture across the city. They are demonstrating that we can educate students to high standards. The following 8 areas highlight our focus during the 2001-2002 school year.

1. Improving Student Achievement

The district engaged students in a variety of activities geared to prepare them to develop mastery of the Core Curriculum Content Standards and consequently, improved performance on the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and High School Proficiency Assessment (HSPA). Targeted activities included but were not limited to:

- Continued the innovative **Off-Campus Staff Development Program** allowing the District to enhance its staff development initiatives beyond the regularly scheduled staff in-service days and common planning times.
- Expanded our **Principals' Institute** in both scope and content to ensure that administrative supervision and observation were properly aligned with District goals.
- Provided selected schools with additional staff for 3rd grade classrooms to **reduce class size** in preparation for ESPA.
- Continued to improve the **integration of technology** into instruction districtwide.
- Expanded **after school, before school, and summer programs** to more grade levels and sites to help students better master the Core Curriculum Content Standards in reading, writing, mathematics, science and social studies.
- Offered **experimental/field activities** to help students relate concepts and skills to real life situations.
- Continued a mandatory, district-wide ten-minute **sustained silent reading** period in every elementary classroom.
- Continued the **Literacy Enrichment Academic Program (LEAP)** to provide districtwide summer and after school programs as well as individual tutoring in reading standards as an intervention for struggling students in jeopardy of retention in grades 1 and 5.
- Adopted **new textbooks in language arts, mathematics and science**.

- Adopted **bilingual textbooks** for students in kindergarten through grade 5.
- Continued the **extended year program** in primary grades at select elementary school site (195 days).
- Offered **Algebra** to eighth grade students
- Continued the **190-day school year** for all 11th graders.
- Continued **partnerships with colleges and businesses** such as Stevens Institute of Technology, St. Peter's College, Passaic County Community College, Massachusetts Institute of Technology, William Paterson University, Ramapo College, Dodge Foundation, and Lucent Technologies.
- Expanded **Paterson Innovative Academies** to offer greater school choice to students.
- Converted **Alexander Hamilton Charter School** to a Small Learning Academy under the auspices of the Paterson Board of Education.
- Continued the **Performing Arts Academy** to operate with a full enrollment in grades 5-8.
- Phased in the new **Standards Proficiency Assessment** (grades 3, 5, 6, 7, 9, and 10) and adopted the NJ PASS assessment program in grades 1 and 2 to better measure mastery of the Core Curriculum Content Standards.
- Implemented a **web-based reporting system** that provides building and aggregated data to all pertinent district personnel.
- Continued to develop and implement a **central/site-based students' database** to provide more comprehensive services to students, parents and staff. The database contains student demographics, grades, transcripts, testing results, health records, attendance patterns, dropout, and suspension records.

Language Arts Literacy scores (72.9%) on the Elementary School Proficiency Assessment increased 6.6 percentage points over the 2000-2001 scores. Of the 30 schools tested, 24 schools (80%) demonstrated increases ranging from 41.7 percentage points to 0.8 percentage points and 17 schools (56.6%) exceeded the state standard of 75% passing. In mathematics, 49.1% of fourth grade students passed. This is an increase of 0.9 percentage points over the 2000-2001 school year. Scores in 16 of the 30 schools (53.3 %) demonstrated increases ranging from 40.7 percentage points to 0.7 percentage points and scores in 7 of the schools (23.3%) exceeded the state standard of 75% passing.

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA – GRADE 4)			
	1999-2000 Percentage Passing District	2000-2001 Percentage Passing District	2001-2002 Percentage Passing District
LANGUAGE ARTS	34.8%	66.3%	72.9%
MATH	39.4%	48.2%	49.1%
SCIENCE	64.6%	73.3%	N/A

Scores on the Grade Eight Proficiency Assessment in language arts, 58.7% decreased 4.4 percentage points compared to the 2000-2001 school year. However, scores in 6 of the 22 schools (27.3 %) demonstrated increases ranging from 33.7 to 2.4 percentage points. In mathematics, 40% of eighth grade students passed. Although there was a decrease of 6.5 percentage points over the 2000-2001 scores, mathematics scores in 6 of the 22 schools tested (27.3%) demonstrated increases ranging from 16.6 to 0.5 percentage points. It should be noted that Paterson ranked 3rd in language arts literacy and 4th in mathematics relative to results for the 12 largest District Factor Group “A” districts in New Jersey. Science scores (56.6 %) evidenced a gain of 7 percentage points over the 2000-2001 score. Scores in 13 of the 22 schools (59.1%) showed increases ranging from 33.2 to 0.3 percentage points.

GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA – GRADE 8)			
	1999-2000 Percentage Passing District	2000-2001 Percentage Passing District	2001-2002 Percentage Passing District
LANGUAGE ARTS	64.2%	63.1%	58.7%
MATH	45.8%	46.5%	40.0%
SCIENCE	37.6%	49.6%	56.6%

The High School Proficiency Assessment was administered for the first time in 2001-2002. In Language Arts, 69.2% of students passed the test districtwide. Rosa Parks High School’s score of 93.9% exceeded the state standard of 85% passing in language arts. In mathematics, 51.5% of students passed districtwide.

HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA)	
	2001-2002
LANGUAGE ARTS	69.6%
MATH	52.2%

Implementing Whole School Reform

The district provides extensive support to encourage and facilitate school-based reform efforts aimed at improving student achievement levels and creating new school cultures.

Thirty-two elementary schools and three comprehensive high schools have selected eight Whole School Reform models:

- Accelerated Schools (1 school)
- Coalition of Essential Schools (14 schools)
- Comer (6 schools)
- Community for Learning (1 school)
- Co-Nect (1 school)
- Modern Red Schoolhouse (2 schools)
- Talent Development (1 school)
- Success For All (9 schools)

Whole School Reform developers held a series of roundtable discussions with the State District Superintendent of Schools and key district staff to align each Whole School Reform model's curriculum with the ESPA and GEPA. Additional topics discussed included sharing of data, staff development, monitoring of models, and alignment of models with district goals, the district's Strategic Plan, and model evaluation.

Booklets were distributed to central office personnel, schools, and model developers at each roundtable meeting. Booklets included data on district benchmarks, results by Whole School Reform model/cohort on the Standards Proficiency Assessment (SPA) for grades 3, 7, and 9 and the New Jersey Proficiency Assessment of State Standards (NJPASS) for grades 1, 2, 5 and 6. Results were also distributed for both the Elementary School Proficiency Assessment (ESPA) and Grade Eight Proficiency Assessment (GEPA). High school booklets included High School Proficiency Test (HSPT) results for the three comprehensive high schools and the academies.

2. Achieving appropriate staff certification.

The district continues to make a concerted effort to recruit a cadre of teachers that reflects the diversity of the student population by conducting a *Paterson Resident Job Fair*. Additionally, the district successfully replicated last year's all-day job fair to recruit certified staff of diverse ethnic backgrounds. Advertisements were placed in newspapers that reached potential applicants from the tri-state area. Job openings are also posted on the website for the Paterson Public Schools (<http://www.paterson.k12.nj.us/~pps/job.html>). The district is working towards maintaining appropriate staff certification through staff development and the hiring of qualified teachers with special effort made to recruit minorities. These initiatives will continue in 2002-2003.

The district has entered into a partnership with Passaic County Community College to set up a program for instructional assistants to earn college credits as required by the federal guidelines for No Child Left Behind. Instructional assistants may choose a liberal arts program or any of the specialized programs offered by the college.

3. Professional Development.

Professional development continues to assume a high priority in the district's efforts to improve student achievement. Activities remained focused on the following two areas:

- Alignment of the **Core Curriculum Content Standards** with the curriculum as well as the development of instructional strategies, materials and application of assessment methods to individualize instruction. Professional development activities included teacher workshops, on-site consultation during common planning time and training of building-level, central office and administrative staff. Support for graduate study was also provided.
- Preparation for and/or implementation of **Whole School Reform** in all district elementary schools. Extensive support was provided by the developers of the adopted models and State Department of Education workshops in effective operation of School Management Teams.

The district also greatly expanded its efforts in teacher training (K-12) via a new pilot program. The program focused on the Core Curriculum Content Standards (CCCS) and the subsequent improvement of student achievement as measured by student performance on ESPA, GEPA and HSPA. Through this pilot, the Office of Staff Development assembled a special cadre of substitutes, thoroughly trained in the delivery of skills-based lessons. As this cadre was dispatched to various schools in the district, the district was able to "pull" classroom teachers for a full day and train them in all areas of CCCS and instructional strategies. This cost-effective program of enhanced training received positive evaluations by classroom teachers and subject area supervisors.

4. Enhancing Facilities

The district continues to upgrade facilities and to provide additional classrooms, libraries, science laboratories and other space to maximize the teaching and learning process. To that end, the district completed the following projects.

- Addition of 20 new classrooms in 2001-2002.
- Addition of over 172 new classrooms over the past 5 years.
- Construction of additional classrooms and computer training center at the Mini Mall for Health and Related Professions Academy (HARP) and Metro Paterson Academy for Communications and Technology (MPACT).
- Renovation of 2nd and 3rd floors at 137 Ellison Street to expand the Montclair State University Pre-Collegiate Teaching Academy.
- Implementation of intranet system to facilitate completion of work orders and minimize completion time.
- Opening of the Alternative Middle School.
- Completion of science labs at schools 7, 13, and 26. Labs at School 6 and Norman S. Weir School will be completed in the 2002-2003 school year.
- Construction of administrative office space at both Ward Street and Colt Street sites.

Capital construction projects at the St. Paul's Church, Don Bosco Technical High School, Gorny and Gorny site, Mini Mall and Temple Emanuel are scheduled during the 2002-2003 school year.

5. **Reducing the Dropout Rate and Increasing Attendance**

The district has developed strategies for ensuring that students attend school regularly and for reducing the dropout rate. To that end, the district has enhanced its strategies in a variety of ways:

- Convened a Dropout Prevention Task Force to think “outside the box” about dropout prevention and student attendance. The Task Force developed an Action Plan that will serve as a road map for the district during the coming year.
- Utilized Dropout Prevention Specialists and Health and Social Services Coordinators at Eastside and Kennedy High Schools.
- Set up Intervention Teams comprised of Dropout Prevention Specialists, Health and Social Services Coordinators, Parent Coordinators, Attendance Officers, Guidance Counselors and Substance Awareness Coordinators, who work cooperatively to keep students in school or to facilitate appropriate transfers for students who were not succeeding. (including alternative settings)
- Accepted appropriate transfer students from the comprehensive high schools to Silk City 2000 Academy and the Adult High School.
- Utilized the services of five attendance officers, as well as Paterson Police Officers and Parole Officers at Eastside and Kennedy High Schools to increase student access to alternative means to remain in school.
- Utilized the services of Guidance Counselors and School Based Youth Services Programs to provide support to students at risk of dropping out of school.
- Opened the Alternative Middle School which provides services to at-risk middle school students and incorporates strategies to facilitate students’ transition to high school. Fourteen students completed the program during 2001-2002.
- Expanded the district’s academies. Three new career focused secondary academies opened in the fall of 2002.
- Continued day care services and teen parenting education for students who are parents.
- Continued HSPA preparation and extended year programs to increase student confidence and achievement.
- Continued the collaboration with the Paterson Village Initiative to provide support for court-involved students to stay in school.

ATTENDANCE HIGHLIGHTS**					
1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
92.1%	92.6%	92.7%	92.3%	92.6%	92.9%

Above state standard of 90% for last 6 years

All elementary schools exceeded the state standard

DROPOUT RATE HIGHLIGHTS*				
1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
18.2%	15.2%	13.5%	14.2%	10.7%

The dropout rate decreased significantly from 18.2% in 1997-1998 to 10.7% in 2001-2002. This is just short of the state standard of 10%.

6. Strengthening parent and community relations

The District continued to support the Marilyn Morheuser Parent Center. This center continues to provide support to parents and community to empower them to better partner with the district. Home School Liaisons worked in each school to coordinate activities and disseminate information to parents and community organizations. The Mom and Pop Mobile also provided opportunities for parents to discuss the academic growth and development of their children.

- Continued to provide Home School Liaisons with training in effective ways to coordinate activities, disseminate information to parents and community organizations, analyze attendance at school activities and communicate with absentee parents.
- Offered classes in basic skills and computer literacy.
- Continued the Mom and Pop Mobile to provide opportunities for parents to seek advice for and to discuss the academic growth and development of their children.
- Provided parent leadership training
- Provided innovative consultants/speakers and/or district personnel at parent community forums to discuss issues, re: student achievement, instructional strategies, assessment standards and practices, Core Curriculum Content Standards, the learning environment, and issues related to parent/community relations.

On May 1, 2002, the Paterson Public School District's Physical Health and Education Department held its annual Teen Health Fair at Eastside High School. Thirty community agencies participated in the fair and provided literature, contact numbers, hotlines and available services. Community agency services included the Division of Youth Services, Planned Parenthood, New Jersey Family Care, Healthy Mothers Healthy Babies, Hyacinth Foundation, St. Joseph's Hospital Medical Programs, and United Way of Passaic County among others. Approximately 2,400 students, staff and community members attended the Health Fair. All participants received a Teen Resource Guide developed collaboratively by Healthy Mothers Healthy Babies and the Department of Physical Education and Health. The Teen Resource Guide lists community agencies, addresses, telephone numbers, and a description of services they provide. The guides are intended to be used at home by the teens and their families. This year the Teen Resource Guide received recognition at the annual National Healthy Mothers, Healthy Babies convention.

Additionally, the district provided Board of Education members with opportunities for team building and development of leadership and policy-making skills through attendance at various School Board Association activities as well as district and community sponsored workshops.

A retreat for Board of Education commissioners from the State Operated School Districts was held on July 22, 2002. The purpose of the meeting was to provide board members and central office staff an open forum to collaborate and exchange ideas related to the unique experiences in the district. Participants were provided with current information and pending strategic proposals for returning districts to local control. Suggestions and recommendations for transitional and legislative proposals relating to the procedures for returning districts to local control were also discussed.

7. **Integrating Technology**

The Paterson Public School District Technology Plan was approved by the New Jersey Department of Education, Office of Educational Technology in July 2001. The plan is listed as approved at the Department's web site under "Approved Technology Plans" at <http://www.state.nj.us/education>. An abridged version of the plan can be found online at the Paterson Public School website at <http://www.paterson.k12.nj.us/~pps/tech/techplan.html>.

Each school received a copy of the approved plan at a general meeting of school technology coordinators in September 2001. An addendum to the plan was added in June of 2002 to address the "No Child Left Behind" (ESEA) requirements. This addendum can be found at <http://www.paterson.k12.nj.us/~jserico/esea/answerquestions.html>

Paterson Public Schools has a high speed fiber WAN (Wide Area Network) connecting every building in the district. This WAN, consisting of over 18 miles of fiber, provides high speed internet connectivity to every classroom and office. The WAN also enables Paterson schools to manage their own phone system and provides a phone in every classroom.

Over 60 professional development workshops for technology were held during the 2001-2002 school year. These workshops included in-house training and outside district consultants and targeted both instructional and administrative topics. Workshops were held at the district training facility, county ETTC, at individual schools and media centers. Additional turnkey training was also provided at each school by the school technology coordinator.

The Paterson Public Schools District Website provides staff, students, and community members with valuable information. Emergency closings, school calendars, district newsletters, job opportunities, city partnerships, and district current events are available to everyone with an internet connection. Search engines, curriculum information, teacher tips, student work, and additional educational sites are also provided. Every school has their own website linked to the district page. Web page creation training and assistance is provided to the individual schools four times a year to assist schools in maintaining the sites. A technology newsletter is distributed to district staff twice each year and is also on the district website (<http://www.paterson.k12.nj.us/~pps/technews/index/html>)

The district has installed ITV (Integrated Television) distance learning in all schools. Schools are able to tune in to NASA educational programs, district math/science programs, and college distance learning for credits (i.e., Advanced Placement Calculus, Speech, and Statistics). Additionally, Paterson was the hub for the northeast for *The Day of the African Child* in which students from the northeast region of the country communicated via ITV with students from South Africa.

Program Expansion for 2002-2003 School Year

Elementary Schools

Professional development will be continued in the 2002-2003 school year based on a review of the strategies outlined in the *District's Education Plan* and subsequent test data on ESPA, GEPA, and HSPA.

The district will continue to provide effective staff development programs across grade levels. Opportunities will be designed to capture valuable time to train teachers in grades 1-8 to deliver high quality instruction which supports the Core Curriculum Content Standards. The following initiatives will remain our focus:

- Provide staff development to teachers during a series of common prep times, grade level meetings and after-school sessions to review the correlation among the Curricula, and to develop student-centered instructional practices incorporating Core Curriculum Content Standards. Materials to be used include the GEPA/ESPA specifications, New Jersey Frameworks, district curricula, resource guides, and professional literature.
- Continue district in-service sessions to teachers of grades 1-8 focusing on specific content areas and connecting Core Curriculum Content Standard topics/themes for math, science, social studies and language arts (interdisciplinary).
- Continue to work with model developers to insure implementation of research based strategies to enhance student achievement and correlate strategies with districtwide initiatives.

Grades K-8

In September 2001, the new basal series for grades K-5 (Harcourt's *Connection*), a fully integrated language arts series was implemented. Additional textbook adoptions began in September 2002 and include bilingual textbooks in grades K-5. Literature, science and mathematics textbooks were adopted in grades 6-8. Each teacher will receive training at the beginning of the year and additional training and support during the year. The training will focus on "best practice" instruction supported by the new basal materials.

Grades K-5 - Bilingual Textbooks *Vamos De Fiesta* (Harcourt)

Grades 6-8 – *Elements of Literature* (Holt, Rinehart and Winston)

Grades 6-8 – *Science Series* (Holt, Rinehart and Winston)

Grades 6-8 – *Passport To Mathematics* (Mc Dougal Littell)

Reading Standards - Literacy Enrichment Academic Program (LEAP)

During the 2001-2002 school year, a Reading Standards Committee was instituted to identify students in grades 1 and 5 who are reading 6 months or more below grade level and are in jeopardy of grade retention. The Reading Standards Committee developed reading standards aligned with the New Jersey Core Curriculum Content Standards for grades 1 and 5 as well as benchmark reading standards for grades 2 and 6. Students in grades 1 and 5 who fall below the established standards participated in the Literacy Enrichment Academic Program (LEAP), which includes a special summer program and additional services including daily tutorial periods and extended day instruction. Teachers of grades 1, 2, 5, and 6 will continue to be provided with staff development on the standards and strategies to integrate them with language arts instruction.

Program Expansion for 2002-2003 School Year

Elementary Schools

Additional Initiatives to Improve Student Performance include:

- Restructure the after school programs
- Continue the extended year programs (195 days) – primary grades in specific sites.
- Continue the summer school programs at each school site.
- Construct new science labs.
- Offer grade 8 algebra program in 32 elementary schools.
- Continue the Reading Standards program (LEAP).
- Continue the Alternative Middle School.
- Continue to employ class size reduction teachers.
- Disaggregate and analyze data.
- Implement No Child Left Behind initiatives to include: school choice, corrective action plans, and professional development for Category I Schools.

Program Expansion for 2002-2003 School Year

Secondary Schools

Secondary Grades 9-12

The district examined successful practices at Rosa Parks High School (small groups, similar interest in careers) that contributed to student achievement. Therefore, the district is continually expanding its smaller learning career academies (within the two larger comprehensive secondary schools and/or offsite) to afford students similar opportunities to excel academically. The academies are part of the larger district plan for restructuring the entire school system, K-12, in which a culture of innovation can grow among teachers, students and parents without going outside of the system.

To that end, our high school students are facing a more challenging curriculum that will engage them in active learning. The career-learning academies in the two large comprehensive high schools are being strengthened and expanded. Continuing its effort to provide greater choice and an environment to support academic achievement and the educational needs of its diverse population, three new secondary smaller learning communities opened in September 2002.

Program Expansion for 2002-2003 School Year

Secondary Schools

- The **Construction Trades Academy** (Kennedy High School), will prepare students, upon graduation, to enter the work force as independent contractors, to work for local trade unions, to be employed by private construction companies, or to pursue higher education in those areas of the construction industry in which they are interested. The academy has three areas of emphasis: Structural Trades, Mechanical Trades, and Design and Management. During their high school careers, Construction Trades Academy students will work on various projects helping to rebuild schools in Paterson. The academy includes students from the former **Academy for Technical Exploration and Research (AFTER)** program.
- **PSA – Public Service Academy (Kennedy High School)** is an educational response to the needs and opportunities of federal, state, and municipal government jurisdictions for qualified professionals. The academy, through instruction in the New Jersey Core Curriculum Content Standards and other coursework, prepares students both for higher education and to excel in competitive employment exams. The academy has three areas of specialization: Law and Legal Services, Fire Protection, and Policing and Protective Services. This academy includes the former Government, Law and Social Change Academy (GLASC) program which focuses on law and government.
- **The Sports Business Academy (Kennedy High School)** prepares students who have a strong interest in pursuing careers in the business of sports. The academy provides students with a rigorous and innovative academic, social, psychological and athletic program. Students graduating from the Sports Business Academy will gain greater knowledge of the history of sports, learn to manage time effectively, understand how the world of collegiate and professional sports operates, have an understanding of the rules, regulations, coaching techniques, and officiating procedures of all the major sports, and utilize technology to enhance their athletic and academic abilities.

Each career academy has its own theme and employs a variety of teaching styles and strategies in order to meet the needs of the diverse student body. Presently, all of Paterson's Career Learning Academies are at different stages of development. To better assess each academy, all student outcome and performance data, in addition to attendance and dropout data, was disaggregated.

Program Expansion for 2002-2003 School Year

Secondary Schools

The district will expand dropout prevention programs during the 2002-2003 school year:

- The **Rebound Program** will provide an alternative setting for repeating 9th graders in which they can recover credit. It is a “twilight” configuration that will offer the four core content areas, counseling, employment connections and small classes with individualized attention. The goal is for students to rebound academically and be able to re-enter the regular day program successfully. Both Eastside and Kennedy will have Rebound Programs.
- The **Youth Corps Academy** will provide an alternative daytime setting for students who are unable to function successfully in a large comprehensive high school. The program will comprise work-based learning, community service, technology, and credit-bearing courses (instead of GED preparation, as in the Youth Corps Program).
- **Identification of in-coming freshman at-risk of dropping out** will allow the district to provide focused services to them. Credit-bearing summer programs have been implemented to provide these students with a strong orientation to and foundation for success in high school.
- Provide Eastside High School with additional support during the school year. **Eastside 9th Grade Prep** will place all incoming freshman in a school-within-a-school at Eastside. The 9th Grade Prep will have its own principal and a focused freshman seminar designed to provide students with a foundation for success in high school. Dedicated guidance counselors and the School Based Youth Services Program (SBYSP) will be located in the designated wing of the building.
- **Intervention Teams** comprising Guidance Counselors, Dropout Prevention Specialists, Health & Social Services Coordinators, Attendance Officers, Nurses, Substance Awareness Coordinators, and Intervention & Referral Services will provide consistent dropout prevention intervention across the district. Monthly reports and activities will be monitored centrally.
- **Revised policies and procedures for student attendance** and students leaving school will govern school-based operation.

Program Expansion for 2002-2003 School Year

Secondary Schools

Additional efforts at the secondary level include:

- Exploration of **new facilities** and implementation of 5-year facility plan.
- Continuation of **expanded staff development** via an aggressive off-campus approach.
- **In-service content courses** emphasizing mathematics, reading, and writing skills for mathematics, English, science, and social studies teachers, based on the N.J. Core Curriculum Content Standards including, but not limited to:
 - Creating open-ended questions and rubric scoring to improve the response to this type of item on the tests.
 - Continuing specific training in the implementation of the five (5) Cross-Content Workplace Readiness Standards.
 - Providing intensive and extensive staff development to focus on delivery of instructional services aligned to mastery of HSPA reading, writing, and mathematics skills across departments and disciplines, specifically targeting grade 10 and 11 staff.
- Providing **teaching content that is combined with effective and varied strategies for teaching the process of reading**. Sound reading strategies are continuously reinforced not only in English classes but in all content areas. Ongoing staff development across the curriculum provides proven and varied literacy strategies that encourage critical text analysis and can be effectively adapted to the core content in each subject.
- **Adoption of new textbooks** in World History for grade 9 students (Glencoe/Mc Graw Hill), English literature textbooks in grades 9-12 (Holt, Rinehart, Winston), and Science textbooks for grade 9 (Holt, Rinehart, Winston) did take place.
- Continue longer school year for **190 days** for our eleventh grade students.

SECTION I

A. STUDENT ACHIEVEMENT/BENCHMARK TABLES

BENCHMARK TABLES

A 1.Elementary School Proficiency Assessment (ESPA)

Grade 4

ESPA District Performance

(Pages 10-13 of the Education Plan)

This section reports on the performance of the district against established benchmarks. It also compares student test results for the 2001-2002 year to student performance in 2000-2001. The bar graph on page 16 displays the district ESPA scores for the 1998-1999, 1999-2000, 2000-2001, and 2001-2002 school years.

The benchmark tables (pages 17-25) are divided into two sections:

1. The left section displays two years of test results and the 2001-2002 benchmark.
2. The right section of the table shows three different comparisons of the results:

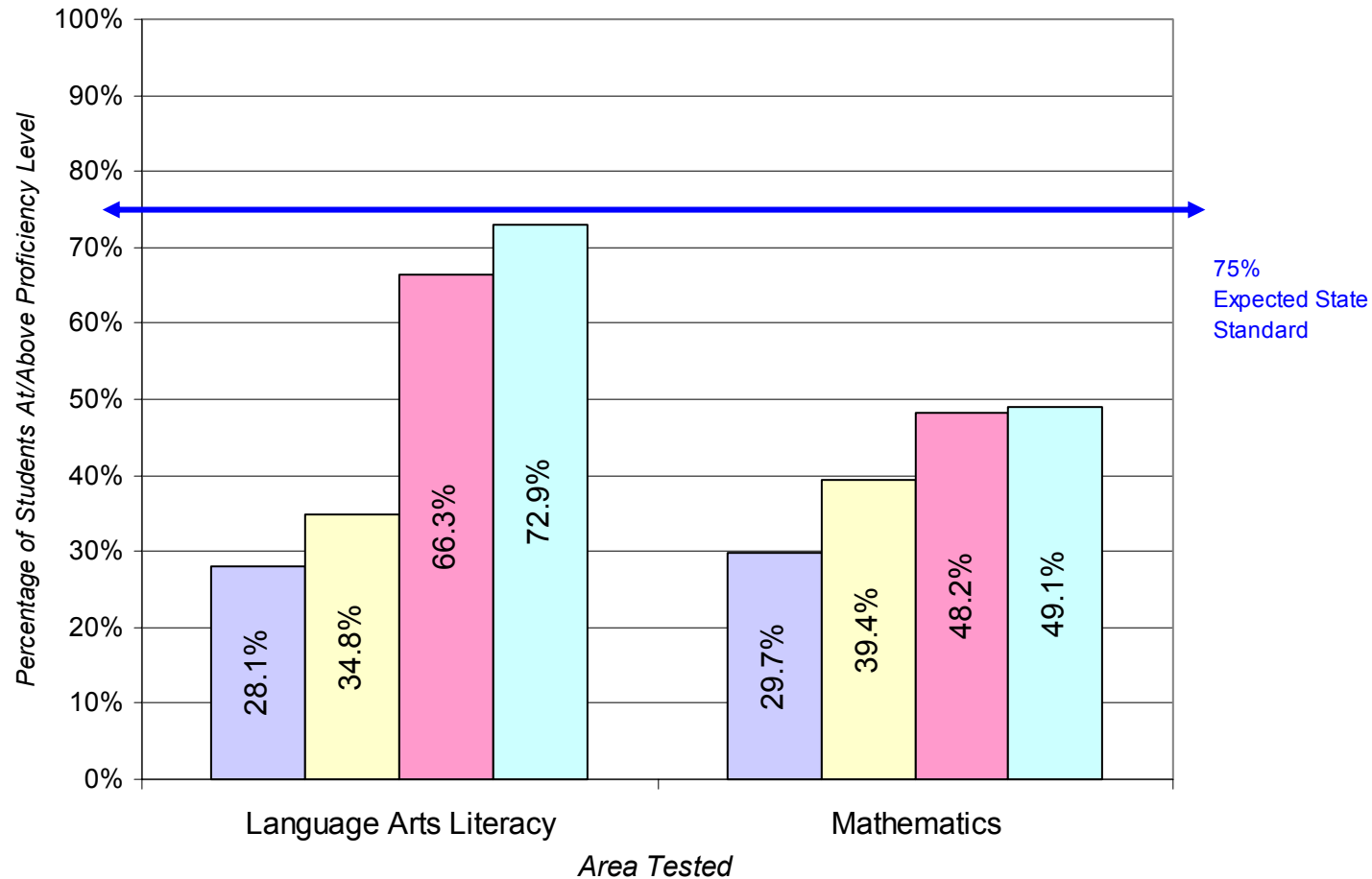
District Performance

- Differences between the **current year** performance and **last year's** performance, which are +6.6 in language arts literacy and +0.9 in mathematics.
- Differences between **benchmark** and **current year's** performance, which are +3.7 in language arts literacy and –8.0 in mathematics.
- Differences between **actual** performance against **state standards** of 75% passing, which are –2.1 in language arts literacy and –25.9 in mathematics.

Elementary School Performance

1. Schools 1, 2, 3, 5, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 24, 25, 27, MLK, RC, and EWK met their benchmark in language arts literacy.
2. Schools 1, 3, 8, 9, 10, 16, 25, 27, MLK, NSW and RC met their benchmark in mathematics.
3. Schools 1, 2, 3, 5, 8, 9, 11, 12, 13, 16, 18, 20, 25, 27, MLK, NSW and RC exceeded state standards of 75% passing in language arts literacy.
4. Schools 1, 9, 16, 20, 25, NSW and RC exceeded state standards of 75% passing in mathematics.
5. Current year performance improvements over last year results at the elementary schools are as follows:
 - Scores in 24 of the 30 schools (80%) had increases ranging from 41.7 percentage points to 0.6 percentage points in language arts. (refer to chart on pages 61 and 62)
 - Scores in 16 of the 30 schools (53.3%) had increases ranging from 40.7 percentage points to 0.7 percentage points in mathematics. (refer to chart on page 63)

Elementary School Proficiency Assessment (ESPA) May, 2002 A Four Year District Comparison



Elementary School Proficiency Assessment (ESPA)-Grade Four

- Language Arts scores increased 44.8 percentage points from May 1999-to -May 2002
- Mathematics scores increased 19.4 percentage points from May 1999-to -May 2002

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

District Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS						
Indicator	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	Plus or Minus 2000-2001 Actual	Plus or Minus Benchmark	Plus or Minus 2000-2001 State Standard
ESPA	66.3	72.9	69.2	6.6	3.7	-2.1

MATHEMATICS

RESULTS						
Indicator	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	Plus or Minus 2000-2001 Actual	Plus or Minus Benchmark	Plus or Minus 2000-2001 State Standard
ESPA	48.2	49.1	57.1	0.9	-8.0	-25.9

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS

<u>CLUSTER I</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 1	53.3	89.7	100.0	89.9	10.3	10.1	25.0
SCHOOL 2	44.0	80.0	81.8	80.6	1.8	1.8	6.8
SCHOOL 3	69.2	81.3	90.0	81.8	8.7	8.2	15.0
SCHOOL 6	20.7	46.6	41.0	56.1	-5.6	-15.1	-34.0
SCHOOL 9	58.8	78.5	88.7	78.7	10.2	10.0	13.7
SCHOOL 11	4.2	52.4	94.1	59.9	41.7	34.2	19.1
SCHOOL 21	32.4	42.1	45.0	53.1	2.9	-8.1	-30.0
SCHOOL 26	34.6	68.0	68.0	70.3	0.0	-2.3	-7.0
SCHOOL 27	29	76.0	82.2	76.5	6.2	5.7	7.2
NSW	70.8	100.0	95.5	100.0	-4.5	-4.5	20.5

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS

<u>CLUSTER II</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 5	41.2	74.3	75.4	74.6	1.1	0.8	.04
SCHOOL 8	29.4	62.5	85.4	66.7	22.9	18.7	10.4
SCHOOL 10	17.7	58.1	54.8	63.7	-3.3	-8.9	-20.2
SCHOOL 12	31.3	56.3	75.5	62.5	19.2	13.0	0.5
SCHOOL 13	43.7	50.5	83.1	58.7	32.6	24.4	8.1
SCHOOL 15	20.9	39.7	52.3	51.5	12.6	0.8	-22.7
SCHOOL 18	63.9	93.0	93.8	93.1	0.8	0.7	18.8
SCHOOL 20	50.8	89.8	96.1	90.0	6.3	6.1	21.1
SCHOOL 24	31.7	68.8	74.4	70.9	5.6	3.5	-0.6
SCHOOL 25	34.2	74.6	88.0	75.0	13.4	13.0	13.0
MLK	48.2	83.9	89.6	84.1	5.7	5.5	14.6

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS

<u>CLUSTER IV</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 14	20.9	29.8	45.0	44.9	15.2	0.1	-30.0
SCHOOL 16	32.6	87.9	100.0	88.2	12.1	11.8	25.0
SCHOOL 17	22.6	66.7	70.2	69.5	3.5	0.7	-4.8
SCHOOL 19	23.6	82.1	64.5	82.5	-17.6	-18.0	-10.5
SCHOOL 28	4.5	41.5	47.2	52.7	5.7	-5.5	-27.8
SCHOOL 29	24.4	75.7	59.1	76.3	-16.6	-17.2	-15.9
RC	71.4	94.1	94.7	94.4	0.6	.03	19.7
EWK	15.2	35.0	52.0	48.3	17.0	3.7	-23.0
AHA*	NA	27.0	64.9	NA	37.9	NA	NA

*Alexander Hamilton Academy was not part of Paterson Public Schools for the 1999-2000 or 2000-2001 school year. Therefore, the school passing percent was not included with the district passing percent for 2001.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

MATHEMATICS

RESULTS

<u>CLUSTER I</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 1	55.2	79.3	80.0	80.0	0.7	0.0	5.0
SCHOOL 2	40.0	63.3	48.5	67.2	-14.8	-18.7	-26.5
SCHOOL 3	69.2	53.1	74.2	60.4	21.1	13.8	-0.8
SCHOOL 6	23.0	20.0	22.6	38.3	2.6	-15.7	-52.4
SCHOOL 9	70.0	68.2	76.3	70.5	8.1	5.8	1.3
SCHOOL 11	21.7	30.0	41.2	45.0	11.2	-3.8	-33.8
SCHOOL 21	21.4	31.6	31.3	46.1	-0.3	-14.8	-43.7
SCHOOL 26	36.5	26.0	21.6	42.3	-4.4	-20.7	-53.4
SCHOOL 27	39.1	50.0	71.2	58.3	21.2	12.9	-3.8
NSW	84.0	61.9	81.0	66.3	19.1	14.7	6.0

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

MATHEMATICS

<u>CLUSTER II</u>	RESULTS						
	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 5	56.0	42.9	47.4	53.6	4.5	-6.1	-27.6
SCHOOL 8	43.1	45.8	56.3	55.5	10.5	0.8	-18.7
SCHOOL 10	28.6	21.2	43.1	39.1	21.9	4.0	-31.9
SCHOOL 12	18.8	43.8	35.8	54.2	-8.0	-18.4	-39.2
SCHOOL 13	38.4	46.2	46.2	55.8	=	-9.6	-28.8
SCHOOL 15	21.5	12.7	18.2	33.5	5.5	-15.3	-56.8
SCHOOL 18	47.2	66.7	55.0	69.5	-11.7	-14.5	-20.0
SCHOOL 20	56.9	89.8	88.2	90.0	-1.6	-1.8	13.2
SCHOOL 24	33.3	50.0	44.2	58.3	-5.8	-14.1	-30.8
SCHOOL 25	44.7	71.9	76.0	72.9	4.1	3.1	1.0
MLK	54.1	62.5	71.4	66.7	8.9	4.7	-3.6

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

MATHEMATICS

				RESULTS		
<u>CLUSTER IV</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark
SCHOOL 14	32.6	12.8	10.0	33.5	-2.8	-23.5
SCHOOL 16	23.2	91.2	97.6	91.4	6.4	6.2
SCHOOL 17	32.7	51.3	35.4	59.2	-15.9	-23.8
SCHOOL 19	33.3	50.0	37.1	58.3	-12.9	-21.2
SCHOOL 28	10.0	36.9	19.2	49.6	-17.7	-30.4
SCHOOL 29	42.2	63.9	56.8	67.6	-7.1	-10.8
RC	81.0	82.4	89.5	83.3	7.1	6.2
EWK	37.8	29.3	14.3	44.5	-15.0	-30.2
AHA	NA	7.9	48.6	NA	40.7	NA

*Alexander Hamilton Academy was not part of Paterson Public Schools for the 1999-2000 or 2000-2001 school year. Therefore, the school passing percent was not included with the district passing percent for 2001.

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

SOCIAL STUDIES *(administered for the only time in October 2001. Testing in this area has been discontinued)*

RESULTS			
<u>CLUSTER I</u>	2001-2002 Actual	2001-2002 Benchmark	+or- District Benchmark
SCHOOL 1	63.0	55.0	8.0
SCHOOL 2	73.5	55.0	18.5
SCHOOL 3	56.3	55.0	1.3
SCHOOL 6	13.7	55.0	-41.3
SCHOOL 7	59.0	55.0	4.0
SCHOOL 9	74.5	55.0	19.5
SCHOOL 11	54.0	55.0	-24.0
SCHOOL 21	31.3	55.0	-23.7
SCHOOL 26	57.4	55.0	2.4
SCHOOL 27	65.8	55.0	10.8
NSW	81.0	55.0	26.0

**Includes Performing Arts Academy*

PATERSON PUBLIC SCHOOL DISTRICT

Elementary School Proficiency Test

School Summary Student Performance

SOCIAL STUDIES *(administered for the only time in October 2001. Testing in this area has been discontinued)*

			RESULTS
<u>CLUSTER II</u>	2000-2001 Actual	2001-2002 Benchmark	+or- District Benchmark
SCHOOL 4	31.5	55.0	-55.0
SCHOOL 5	66.7	55.0	11.7
SCHOOL 8	47.4	55.0	-7.6
SCHOOL 10	33.7	55.0	-21.3
SCHOOL 12	45.6	55.0	-9.4
SCHOOL 13	48.4	55.0	-6.6
SCHOOL 15	31.7	55.0	-23.3
SCHOOL 18	75.0	55.0	20.0
SCHOOL 20	66.7	55.0	11.7
SCHOOL 24	64.3	55.0	9.3
SCHOOL 25	70.1	55.0	15.1
MLK	71.3	55.0	16.3
<u>CLUSTER IV</u>			
ALEXANDER HAMILTON*	31.4	55.0	-23.6

*Alexander Hamilton Academy is the only Cluster IV school that houses a fifth grade

BENCHMARK TABLES

A 2. Grade Eight Proficiency Assessment (GEPA)

Grade 8

GEPA District Performance

(Pages 16-18 of the Education Plan)

This section reports on the performance of the district against established benchmarks. It also compares student test results for the 2001-2002 year to student performance in 2000-2001. The bar graph on page 28 displays the district GEPA scores for the 1998-1999, 1999-2000, 2000-2001 and 2001-2002 school years.

The benchmark tables (pages 29-36) are divided into two sections:

- The left section displays two years of test results and the 2001-2002 benchmark.
- The right section of the table shows three different comparisons of the results:

District Performance

- Differences between the **current year** performance and **last year's** performance, which are -4.4 in language arts literacy, -6.5 in mathematics and +7.0 in science.
- Differences between **benchmark** and **current year's** performance, which are -8.4 in language arts literacy, -15.9 in mathematics and -1.4 in science.
- Differences between **actual** performance against **state standards** of 75% passing, which are -16.3 in language arts literacy, -35 in mathematics and -18.4 in science.

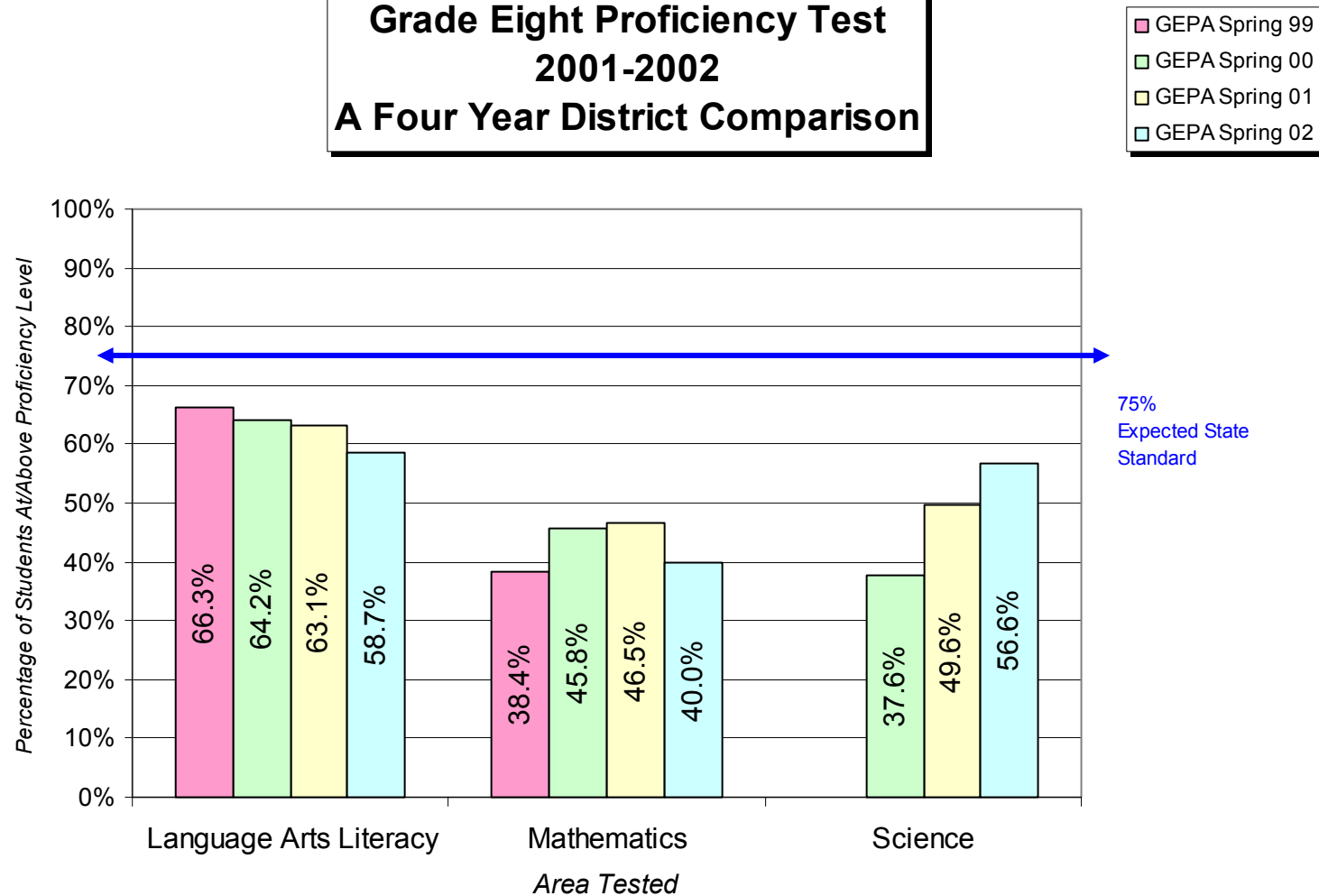
Elementary School Performance

- Schools 4, 12, 18, and 26 met their benchmark in language arts literacy.
- School 18 met their benchmark in mathematics.
- Schools, 5, 8, 12, 13, 15, 18, 21, 25, and NSW met their benchmark in science.
- Schools 4, 7, 9, 18, and Norman S. Weir exceeded state standards of 75% passing in language arts literacy.
- Schools 18 and Norman S. Weir exceeded state standards of 75% passing in mathematics.
- School 18 exceeded the state standard of 75% passing in science.

Current year performance improvements over last year results at the elementary schools are as follows:

- Scores in 6 of the 22 schools (27.3%) had increases ranging from 33 to 2.4% percentage points in language arts literacy. (refer to chart on page 64)
- Scores in 6 of the 22 schools (27.3%) had increases ranging from 16.6 to 0.4 percentage points in mathematics. (refer to chart on page 65)
- Scores in 13 of the 22 schools (59.1%) had increases from 32.2 to 0.3 percentage points in science. (refer to chart on page 66)

Grade Eight Proficiency Test 2001-2002 A Four Year District Comparison



Grade Eight Proficiency Assessment (GEPA)-Grade Eight

- Language Arts scores decreased 7.5percentage points from March 1999-to -March 2002.
- Mathematics scores increased 1.5 percentage points from March 1999-to -March 2002
- Science scores increased 19 percentage points from March 2000-to -March 2002 (3 years)

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment*

District Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS

Indicator	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	Plus or Minus 2000-2001 Actual	Plus or Minus Benchmark	Plus or Minus 2000-2001 State Standard
GEPA	63.1	58.7	67.1	-4.4	-8.4	-16.3

MATHEMATICS

RESULTS

Indicator	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	Plus or Minus 2000-2001 Actual	Plus or Minus Benchmark	Plus or Minus 2000-2001 State Standard
GEPA	46.5	40.0	55.9	-6.5	-15.9	-35

SCIENCE

RESULTS

Indicator	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	Plus or Minus 2000-2001 Actual	Plus or Minus Benchmark	Plus or Minus 2000-2001 State Standard
GEPA	49.6	56.6	58.0	7.0	-1.4	-18.4

*Schools in Cluster IV do not house eighth grades; therefore there are no GEPA scores for Cluster IV.

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

LANGUAGE ARTS LITERACY

<u>CLUSTER I</u>	RESULTS						
	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 2	59.4	56.3	46.5	62.5	-9.8	-16.0	-28.5
SCHOOL 3	65.4	93.8	59.1	93.9	-34.7	-34.8	-15.9
SCHOOL 6	54.8	32.1	45.2	46.4	13.1	-1.2	-29.8
SCHOOL 7	64.5	85.3	78.4	85.7	-6.9	-7.3	3.4
SCHOOL 9	82.5	81.6	78.8	81.8	-2.8	-3.0	3.8
SCHOOL 11	74.2	66.7	60.0	69.5	-6.7	-9.5	-15.0
SCHOOL 21	60.9	58.6	53.7	64.1	-4.9	-10.4	-21.3
SCHOOL 26	45.8	63.8	74.5	67.5	10.7	7.0	-0.5
SCHOOL 27	71.2	79.7	72.8	80.0	-6.9	-7.2	-2.2
NSW	92.0	88.9	78.3	89.5	-10.6	-11.2	3.3

*Scores include students from the Performing Arts Academy

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS

<u>CLUSTER II</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 4	73.0	45.5	79.2	55.3	33.7	23.9	4.2
SCHOOL 5	70.9	68.1	57.1	70.4	-11.0	-13.3	-17.9
SCHOOL 8	65.4	62.7	46.9	66.8	-15.8	-19.9	-28.1
SCHOOL 10	45.4	58.3	43.4	63.9	-14.9	-20.5	-31.6
SCHOOL 12	60.9	45.8	64.2	55.5	18.4	8.7	-10.8
SCHOOL 13	57.9	42.6	45.9	53.4	3.3	-7.5	-29.1
SCHOOL 15	53.4	51.8	45.5	59.5	-6.3	-14.0	-29.5
SCHOOL 18	73.3	78.9	81.3	79.2	2.4	2.1	6.3
SCHOOL 20	63.8	41.3	36.5	52.7	-4.8	-16.2	-38.5
SCHOOL 24	56.8	69.3	38.6	73.1	-30.7	-34.5	-36.4
SCHOOL 25	68.6	72.0	64.3	74.0	-7.7	-9.7	-10.7
MLK	65.9	69.9	58.6	73.3	-11.3	-14.7	-16.4

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

MATHEMATICS

RESULTS							
<u>CLUSTER I</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 2	46.9	50.0	41.9	58.3	-8.1	-16.4	-33.1
SCHOOL 3	61.5	78.1	45.5	78.8	-32.6	-33.3	-29.5
SCHOOL 6	23.8	32.7	40.5	46.8	7.8	-6.3	-34.5
SCHOOL 7	48.4	58.8	54.1	64.2	-4.7	-10.1	-20.9
SCHOOL 9	69.7	70.1	51.5	71.7	-18.6	-20.2	-23.5
SCHOOL 11	64.5	60.0	35.9	65.0	-24.1	-29.1	-39.1
SCHOOL 21	34.4	29.9	31.5	44.9	1.6	-13.4	-43.5
SCHOOL 26	42.4	48.9	31.9	57.6	-17.0	-25.7	-43.1
SCHOOL 27	43.9	56.8	45.7	62.9	-11.1	-17.2	-29.3
NSW	72.0	77.8	78.3	78.9	0.5	-0.6	3.3

*Scores include students from the Performing Arts Academy

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

MATHEMATICS

RESULTS

<u>CLUSTER II</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 4	23.8	36.4	38.9	49.3	2.5	-10.4	-36.1
SCHOOL 5	55.4	42.5	41.0	53.3	-1.5	-12.3	-34.0
SCHOOL 8	36.3	47.1	29.7	56.4	-17.4	-26.7	-45.3
SCHOOL 10	42.4	31.5	29.9	46.0	-1.6	-16.1	-45.1
SCHOOL 12	52.2	37.0	25.4	49.7	-11.6	-24.3	-49.6
SCHOOL 13	20.2	42.6	39.6	53.4	-3.0	-13.8	-35.4
SCHOOL 15	37.4	30.7	20.2	45.5	-10.5	-25.3	-54.8
SCHOOL 18	58.2	69.7	86.3	71.5	16.6	14.8	11.3
SCHOOL 20	37.9	25.5	24.2	42.0	-1.3	-17.8	-50.8
SCHOOL 24	42.1	43.2	44.8	53.8	1.6	-9.0	-30.2
SCHOOL 25	51.8	60.0	40.5	65.0	-19.5	-24.5	-34.5
MLK	56.1	47.9	27.6	56.9	-20.3	-29.3	-47.4

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

SCIENCE

RESULTS							
<u>CLUSTER I</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 2	56.3	52.1	46.5	59.7	-5.6	-13.2	-28.5
SCHOOL 3	42.3	59.4	54.5	64.6	-4.9	-10.1	-20.5
SCHOOL 6	28.6	37.0	31.0	49.7	-6.0	-18.7	-44.0
SCHOOL 7	45.1	58.8	54.1	64.2	-4.7	-10.1	-20.9
SCHOOL 9	78.6	80.5	71.7	80.7	-8.8	-9.0	-3.3
SCHOOL 11	51.6	64.4	62.5	67.9	-1.9	-5.4	-12.5
SCHOOL 21	34.4	48.3	60.4	57.2	12.1	3.2	-14.6
SCHOOL 26	28.8	57.4	57.4	63.3	0.0	-5.9	-17.6
SCHOOL 27	24.2	68.9	62.0	70.9	-6.9	-8.9	-13.0
NSW	60.0	55.6	69.6	62.1	14.0	7.5	-5.4

*Scores include students from the Performing Arts Academy

PATERSON PUBLIC SCHOOL DISTRICT

Grade Eight Proficiency Assessment

School Summary Student Performance

SCIENCE

RESULTS

<u>CLUSTER II</u>	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2001-2002 Benchmark	+or- 2000-2001 Actual	+or- Benchmark	+or- State Standard
SCHOOL 4	25.4	34.5	44.4	48.0	9.9	-3.6	-30.6
SCHOOL 5	51.4	53.3	61.1	60.5	7.8	0.6	-13.9
SCHOOL 8	27.8	56.9	67.2	62.9	10.3	4.3	-7.8
SCHOOL 10	19.7	37.0	45.5	49.7	8.5	-4.2	-29.5
SCHOOL 12	31.9	35.6	68.8	48.7	33.2	20.1	-6.2
SCHOOL 13	40.5	45.9	55.9	55.6	10.0	0.3	-19.1
SCHOOL 15	21.5	28.1	47.4	43.7	19.3	3.7	-27.6
SCHOOL 18	40.2	53.9	76.3	60.9	22.4	15.4	1.3
SCHOOL 20	34.5	42.6	42.9	53.4	0.3	-10.5	-32.1
SCHOOL 24	29.9	48.0	43.1	57.0	-4.9	-13.9	-31.9
SCHOOL 25	37.1	56.0	64.3	62.3	8.3	2.0	-10.7
MLK	35.3	38.4	44.8	50.6	6.4	-5.8	-30.2

A. BENCHMARK TABLES

A 3. High School Proficiency Assessment (HSPA)

Grade 11

HSPA District Performance

(Pages 19-21 of the Education Plan)

The High School Proficiency Assessment was administered for the first time in 2001-2002. This section reports on the performance of the district and each high school against established benchmarks.

District Performance

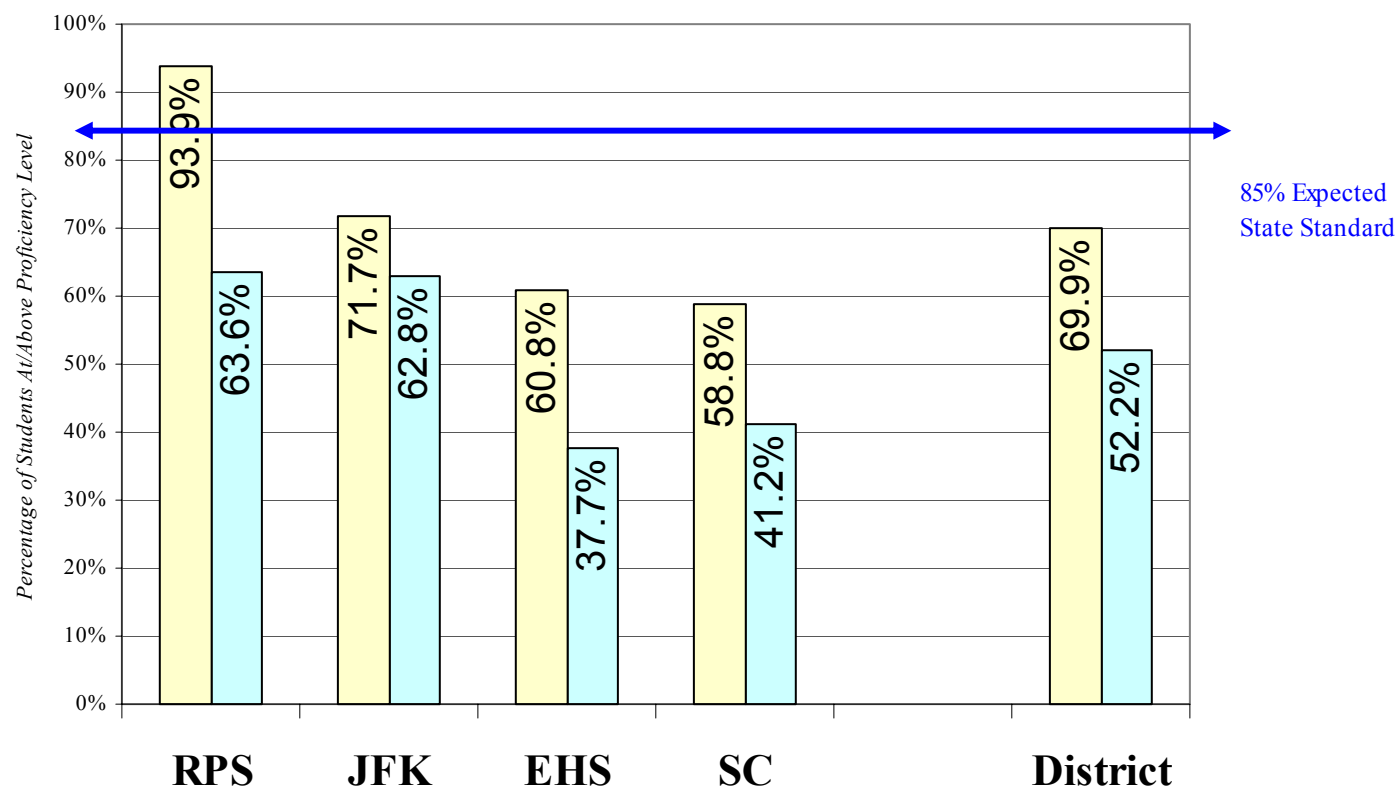
- Differences between **benchmark** and **current year's** performance, which are +4.9 in language arts literacy and -12.8 in mathematics.
- Differences between **actual** performance against **state standards** of 85% passing, which are -15.1 in language arts and -32.8 in mathematics.

High School Performance

- Kennedy High School and Rosa Parks High School met the benchmark in language arts literacy.
- Rosa Parks exceeded state standards of 85% passing in language arts literacy.

New Jersey High Schools Proficiency Assessment (HSPA) March 2002 Schools/District Comparison

Language
Arts Literacy
Mathematics



The HSPA was first administered in March 2002.

Rosa Parks High School exceeded state standards of 85% passing in language arts literacy

PATERSON PUBLIC SCHOOL DISTRICT

High School Proficiency Assessment

District Summary Student Performance

LANGUAGE ARTS LITERACY

RESULTS

Indicator -----	2001-2002- Actual -----	2001-2002 Benchmark -----	+or- Benchmark -----	+or- State Standard -----
H.S. Proficiency Assessment	69.9	65.0	+4.9	-15.1

MATHEMATICS

RESULTS

Indicator -----	2001-2002- Actual -----	2001-2002 Benchmark -----	+or- Benchmark -----	+or- State Standard -----
H.S. Proficiency Assessment	52.2	65.0	-12.8	-32.8

PATERSON PUBLIC SCHOOL DISTRICT

High School Proficiency Assessment

School Summary

LANGUAGE ARTS LITERACY

RESULTS

School -----	2001-2002- Actual -----	2001-2002 Benchmark -----	+or- Benchmark -----	+or- State Standard -----
Rosa Parks High School	93.9	65.0	+28.9	+8.9
Eastside High School	60.8	65.0	-4.2	-24.2
Kennedy High School	71.7	65.0	+6.7	-13.3
Silk City Academy	58.8	65.0	-6.2	-26.2

MATHEMATICS

RESULTS

School -----	2001-2002- Actual -----	2001-2002 Benchmark -----	+or- Benchmark -----	+or- State Standard -----
Rosa Parks High School	63.6	65.0	-1.4	-21.4
Eastside High School	37.7	65.0	-27.3	-47.3
Kennedy High School	62.8	65.0	-2.2	-22.2
Silk City Academy	41.2	65.0	-23.8	-43.8

SECTION I

B. EVALUATION OF STRATEGIES

B. EVALUATION OF STRATEGIES

B 1. Assessment of Student Performance

Overview for Elementary School

The District continued its focus in providing experiences in exploration, experimentation, and problem solving across all disciplines with relation to ESPA and GEPA. During the 2000-2001 school year, teachers were provided with extensive staff development in the areas of language arts, mathematics, social studies, and science. Staff development sessions in all four (4) disciplines were aligned with the New Jersey Core Curriculum Content Standards (NJCCCS). Materials used were aligned specifically to ESPA and GEPA specifications, the New Jersey Frameworks, District Curricula, and Resource Guides. In addition, some of the staff development sessions focused on developing and implementing interdisciplinary lessons. Not only did these lessons concentrate on specific content areas, but also connected topics/themes for language arts, mathematics, science, and social studies.

Staff development for the 2001-2002 school year included the following sessions for grades 1-8:

District In-service Staff Development Training	Grade Level Meetings All Day Sessions	Extended Day In-Service Sessions	After School In-Service Course
September 2001	September 2001	November 2001	October 2001
October 2001	October 2001	January 2002	November 2001
November 2001	November 2001	February 2002	December 2001
January 2002	December 2001		January 2001
February 2002	January 2002		February 2002
March 2002	February 2002		March 2002
May 2002	March 2002		April 2002
	April 2002		
	May 2002		

The assistant director and subject supervisors for the district elementary schools assessed the impact of the staff development through workshop evaluations, teacher observations, lesson plans, and student work. These assessments document improvement both in the delivery of instruction and in the quality of student work.

Interim departmentalized assessments for ESPA and GEPA in mathematics, language arts, and science were administered. Student results on these interim assessments were analyzed to determine rate of success and improvement in student performance. Based on the analysis, instructional strategies/emphasis and staff development activities were modified as necessary to increase improvement in student achievement.

Extended-day programs for students provided additional preparation in concept development, problem solving, open-ended questions and remediation as needed.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*).

LANGUAGE ARTS

	Successful	Unsuccessful
<i>Grade 4</i>	<i>X</i>	
<i>Grade 8</i>		<i>X</i>
<i>Grade 11</i>	<i>X</i>	

Implementation of Action Plan: Explanation of Success/Non Success

Grade 4

A language arts interim test was administered to every fourth grade student from January 18 through February 1, 2002. The assessment was constructed by the Assistant Superintendent of Cluster II and incorporated skills and content contained in the ESPA test specifications. The narrative contained five multiple-choice questions and two open-ended questions.

Fourth-grade teachers, having been trained on the state's Open-Ended-Question Rubric and the Registered-Holistic-Scoring Rubric, scored their own students' open-ended and multiple-choice questions. Therefore, they were fully cognizant of the content and individual student results. Strengths and weaknesses were determined for individual students, schools, clusters, and the district as a whole and utilized to develop target lessons.

Principals were informed of the results of the interim test at cluster meetings and grade-level meetings. In addition, teachers, supervisors, and principals met to discuss the results and to determine instructional modifications needed for the regular instructional program and for the after-school program. "Borderline" and "slightly proficient" students were targeted for additional help. Additional ESPA like "quizzes" were developed for fourth-grade teachers to administer every 15 school days. Results were discussed at grade-level meetings and with supervisors to develop strategies to improve student achievement.

Language Arts Literacy scores (72.9%) on the Elementary School Proficiency Assessment increased 6.6 percentage points over the 2000-2001 scores. Of the 30 schools tested, 24 schools (80%) demonstrated increases ranging from 41.7 percentage points to 0.8 percentage points and 17 schools (56.6%) exceeded the state standard of 75% passing.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*) *continued*

Grade 8

A language-arts interim assessment was conducted for every eighth-grade student in December 2001. The assessment was constructed by the Assistant Superintendent of Cluster II and incorporated skills and content contained in the GEPA test specifications. A picture prompt and narrative text were included in the interim test (ten multiple-choice questions and two open-ended questions). Analysis of results was shared with teachers and principals during in-services and grade-level meetings.

Teachers, supervisors, and principals met to discuss the results and to determine instructional modifications needed for the regular instructional program and the after-school program. “Borderline” and “slightly proficient” students were targeted for additional help. Staff development provided teachers with strategies, techniques, and materials designed to address areas of weakness i.e. narrative writing (speculation prompt), and analyzing/critiquing test. Teachers were shown how to maximize the tight connection between reading narrative and writing narrative.

Although the 2001-2002 GEPA scores indicate a decrease of 4.4 percentage points in the number of students passing the language arts section, it should be noted that Paterson ranks third in the 12 largest District Factor Group “A” districts in New Jersey. Of the 22 schools administering the GEPA, 6 of the schools (27.3%) showed increases ranging from 33.7 to 2.4 percentage points. Review of the GEPA scores indicates weaknesses in revise/edit and reading comprehension. The Holt *Elements of Literature* reading series has been adopted and purchased for the 2002-2003 school year and will be used as a tool to address these areas. Staff development in the use of the new reading series and in developing instructional strategies to improve student achievement is planned for the 2002-2003 school year.

LANGUAGE ARTS			
ESPA		GEPA	
2000-2001	2001-2001	2000-2001	2001-2002
66.3%	72.9%	63.1%	58.7%

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*) *continued*

LANGUAGE ARTS

Implementation of Action Plan: Explanation of Success/Non Success

Grade 11

A detailed analysis of the spring HSPT results was conducted. Results were analyzed at both district and individual school levels to determine areas of student strength and weakness. Although there was a significant increase in HSPT writing scores, reading scores showed only slight improvement. In keeping with the district's commitment to increase student achievement in reading starting with the Literacy Enrichment Achievement Program (LEAP) in the primary grades, a team of consultants was established at the request of the State District Superintendent to develop an action plan to improve reading at the high school level.

During May and June of 2001, documents were reviewed, interviews were held, and classroom observations were conducted. Based on a comprehensive analysis of the findings, conclusions about observed instructional strategies were delineated and weaknesses were noted. This analysis resulted in the External Review of High School Reading/Literacy Improvement Strategies which was received in July 2001. The final report included detailed recommendations for implementation of effective research based instructional strategies to improve instructional practices in the district. Recommendations were also made for improving curriculum, student assessment, and professional development. A District Strategic Reading Plan was developed in response to the needs outlined in this report. Implementation remains ongoing.

A **District Assessment** was administered in mid October 2001. This assessment was used to assess proficiency in reading and to establish a baseline on which to drive remedial instruction in Language Arts/Literacy. The assessment included a narrative passage and persuasive passage, each of which was followed by an open-ended question prompt based on the HSPA model. Due to scheduling constraints, time did not allow for inclusion of multiple choice items. Additionally, an **Interim Assessment** was administered in January 2002. Questions mirrored the format of the High School Proficiency Assessment. The **Final Assessment** in June was also modeled on HSPA prompts using curriculum content to provide reading excerpts for reinforcement of skills required for proficiency on open-ended responses of the literacy portion of the HSPA.

As a result of data showing district wide low proficiency in reading as measured by responses to open-ended question prompts, HSPA-based open-ended question prompts and model responses were analyzed, and appropriate instructional strategies corresponding with suggestions noted on the External Review Final Report were determined and outlined. Strategies were reinforced through staff development in-service workshops and classroom implementation was monitored on an ongoing basis. To ensure compliance, a schedule of instructional monitoring was instituted. Teachers submitted monthly samples of students' work which evidenced application of recommended reading process activities and responses to HSPA-based open-ended question prompts; these samples were collected and reviewed.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*) continued:

Grade 11

On the basis of a comparison of scores representing DISTRICT AVERAGES on open-ended responses on both timed and untimed assessments, students show higher ability and improvement in addressing these kinds of questions with proficiency. Scores from Instructional Monitoring indicate that students show the ability to critically analyze text and to demonstrate proficiency in reading as evidenced by their responses on open ended items. However, students require continued practice under timed conditions. Requests for periodic scheduling of blocks of time for assessment purposes continue to be made by the Language Arts Supervisor. Students continued to have difficulty with multiple-choice items.

Results of the interim assessment and the STRATEGIC READING PLAN were used to address the areas identified in the External Review as needing improvement.

Results of the language arts section of the HSPA are presented in the chart below. It should be noted that Rosa Parks High School exceeded the state standard of 85% passing.

HSPA	
School	Language Arts Literacy Results (% passing)
Rosa Parks High School	93.9
John F. Kennedy High School	71.7
Eastside High School	60.8
Silk City Academy	58.8
Paterson School District	69.6

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*)

MATHEMATICS

	Successful	Unsuccessful
<i>Grade 4</i>	<i>X</i>	
<i>Grade 8</i>		<i>X</i>
<i>Grade 11</i>	<i>X</i>	

Implementation of Action Plan: Explanation of Success/Non Success

Grade 4

An extensive analysis was performed on the May 2001 ESPA mathematics results. The analysis indicated that number sense, data analysis and patterns/algebra were areas of relative strength. Measurement and geometry were identified as areas of weakness. As a result, topics for staff development, materials and support were identified and prioritized.

A mathematics interim test was administered to all district fourth grade students in January 2002. The assessment consisted of multiple choice and open-ended items, calculator and non-calculator sections. Interim assessment items were scored by the classroom teachers under the guidance of the district mathematics department. Classroom teachers compiled the information and developed a performance rating for each student based on district criteria. Each question on the interim assessment was correlated to the Content Standards and to the ESPA specifications. An item analysis was performed and scores for each math cluster were reviewed. These scores were provided to every fourth grade teacher.

The interim assessment identified areas of strengths and weaknesses districtwide. Patterns and probability subtests were areas of student strengths. Areas of student weaknesses were estimation of quotients, transformation, and reading a thermometer. Results were disseminated for use in instructional planning.

Results of the May 2002 ESPA indicate that 49.1% of fourth grade students passed. This is an increase of 0.9 percentage points over the 2000-2001 school year. Scores in 16 of the 30 schools (53.3 %) demonstrated increases ranging from 40.7 percentage points to 0.7 percentage points and scores in 7 of the schools (23.3%) exceeded the state standard of 75% passing.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*) *continued*

MATHEMATICS

Grade 8

A detailed analysis of the March 2001 GEPA results was conducted and results were shared with all 7th and 8th grade teachers at district workshops. Quizzes were developed by the district's central office mathematics staff and administered to 8th grade students. Each test (scored by the school's math teacher) contained repeated items (review) as well as new items. Data was used to develop detailed lesson plans to modify instruction and remediate student weaknesses. The detailed lesson plans and biweekly quizzes helped to ensure continuity and consistency in the district by having all teachers adhere to the same timelines. This enabled instructional staff to pace teaching of new concepts as they incorporated reinforcement of areas requiring further review. Detailed information was provided in the areas of measurement/geometry, probability, algebra, numerical operations, and open-ended questions.

A mathematics interim test was administered to all district eighth grade students in early December 2001. The assessment consisted of seventeen items (12 multiple choice, 5 open-ended). Eighth grade math teachers scored the assessments for their students. Results were then analyzed at the classroom, building, cluster, and district levels to determine areas of strengths and weaknesses, as well as to develop instructional strategies to improve student performance.

Modification of instruction for GEPA was based on the results of the biweekly math tests and the interim test. Increased emphasis was placed on identified areas of weakness. This included instructional grouping, lesson content and assessment materials. Assistance and monitoring of instruction was provided by central office math content personnel (director, assistant director, supervisors, and support teachers) to improve student performance.

Although GEPA math scores decreased 6.5 percentage points in March 2002, it should be noted that Paterson ranks third in the 12 largest District Factor Group "A" districts in New Jersey. Additionally, GEPA scores in 6 of the 22 schools (27.3%) showed increases ranging from 16.6 to 0.4 percentage points from March 2001 to March 2002. Further analysis indicates that the district met and approximated the state just proficient mean in two out of three clusters. Algebra and Geometry respectively met and approximated the state just proficient mean while Number Sense and Data Analysis trailed the state just proficient mean. Results and analysis of assessments were shared at principals' meetings.

MATHEMATICS			
ESPA		GEPA	
2000-2001	2001-2002	2000-2001	2001-2002
48.2%	49.1	46.5%	40.0%

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B ,D) continued*

Grade 11

A midterm assessment that mirrored the HSPA specifications was given the week of January 15, 2002. The test consisted of 34 multiple-choice and 7 open-ended questions that represented all 5 math clusters (numerical operations, measurement and geometry, patterns and functions, data analysis, and pre algebra). The minimum passing score was 18 multiple-choice questions correct and 14 open-ended points. The test was scored by classroom teachers and results were shared with principals and central office staff. It should be noted that all juniors took the mid-term. This included those students who passed the HSPT in October.

Students who are at risk of failing the HSPA take a mandatory Applications of Math III class (HSPA preparation class). A specialized curriculum targeting student weakness was instituted.

Math HSPA (% passing)	
	2001-2002
Rosa Parks High School	63.6%
John F. Kennedy High School	62.8%
Silk City Academy	41.2%
Eastside High School	37.7%
Paterson School District	52.2%

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B ,D*)

SCIENCE		
	Successful	Unsuccessful
<i>Grade 4</i>	<i>X</i>	
<i>Grade 8</i>	<i>X</i>	
<i>Grade 11</i>	<i>X</i>	

Implementation of Action Plan: Explanation of Success/Non Success

Grade 4

A detailed analysis of the May 2001 ESPA results indicated that there was equal difficulty among the areas of life, earth, and physical science. Timelines were developed for fourth grade teachers to provide a sequence for teaching content units. The mid-year assessment, constructed by science support teachers, classroom teachers, and the supervisor of science consisted of fifteen multiple-choice items and two open-ended questions which reflected content embedded in the timelines. Each question was correlated to the Content Standards and to the ESPA specifications. A cluster score for earth, physical, and life science was provided to each teacher.

Open-ended items were graded using the 4-point rubric used on the ESPA. Scores for the open-ended and multiple-choice items were then combined and weighted to replicate the scoring of the ESPA. Means were determined for each question and a rating of advanced proficient, proficient, borderline or below borderline was reported for each school. After receiving the district results, it was found that each school had its own particularized strengths and weaknesses. Subsequently, each school developed strategies to address these weaknesses and staff development sessions were planned to target areas of greatest need. For example, if a school was weak in life science and strong in earth and physical science, special attention was devoted to life science activities. Staff development sessions were reinforced by science support teachers and the supervisor of science through classroom visitations, grade level meetings and demonstration lessons. Data from the schools was compiled into a district report

The science section of the ESPA was not administered in 2002.

Grade 8

The interim assessment consisted of an assessment prepared by People's Publishing. The assessment consisted of twenty-eight multiple-choice and one open-ended question patterned after the skill/content items contained in the statewide GEPA. An item analysis and correlation to the Core Curriculum Content Standards was performed and results were disseminated to principals and teachers. Results were used to develop demonstration lessons and agendas for grade level meetings. Special attention was given to the construction of open-ended questions.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*) continued:

A review of the district results on the GEPA interim test revealed that similar to ESPA results, each school had its own particularized strengths and weaknesses. Consequently, each school developed strategies to target specific content areas. Homework assignments were provided for holiday weekends for Cluster I and II schools. These assignments provided a clear understanding of individual student needs as well as the needs of the district.

In addition, Schools 4, 5, 10, 9, 20, MLK, 15, and 25 participated in a Saturday GEPA Prep program during January/February 2002.

Scores on the science section of the GEPA increased 7 percentage points over the 2001 scores. Scores in 13 of the 22 schools (59.1%) had increases ranging from 33.2 to 0.3 percentage points.

SCIENCE			
ESPA		GEPA	
2000-2001	2001-2002	2000-2001	2001-2002
73.3%	NA	49.6%	56.6%

Implementation of Action Plan: Explanation of Success/Non Success

Grade 11

Teacher designed mid-year tests for special subjects, i.e. Chemistry, and Physics were administered.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D*)

Social Studies

	Successful	Unsuccessful
<i>Grade 4</i>	<i>X</i>	
<i>Grade 8</i>	X	
<i>Grade 11</i>	<i>X</i>	

Implementation of Action Plan: Explanation of Success/Non Success

Grade 4

Results of mini-assessments and teacher observations provided the foundation for staff development. Targeted areas included geography, and open-ended questions. In addition to the regularly scheduled district staff development sessions with 4th grade teachers and 5th grade teachers, teachers were in-serviced on specific test strategies in the months prior to the administration of the ESPA in October of 2001.

The mid-year assessment consisted of 20 multiple-choice items and two open-ended questions patterned after the skill/content items contained in the statewide ESPA field test. Each question was correlated to the Social Studies Core Curriculum Content Standards. An item analysis performed on the interim test revealed that student weakness was noted in geography, open-ended questions and chart analysis. Results of the interim test were used to develop presentations for teacher in-services. School visitations by the Supervisor of Social Studies provided technical assistance and instructional monitoring.

Results of the ESPA administered in the fall of 2001 to students in grade 5 reveal a 53.6% passing rate districtwide, which is just 1.4 percentage points short of the 55% district benchmark. Fourteen of the twenty-five schools (56%) that administered the ESPA met the benchmark of 55%.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B, D) continued*

Grade 8

Results of mini-assessments, and teacher observations provided the foundation for staff development. Targeted areas included Geography, Civics, and United States History. A curriculum pacing guide was created by the Supervisor of Social Studies and discussed during in-service sessions.

The Mid-Year Assessment consisted of 20 multiple-choice items and two open-ended questions patterned after the skill/content items contained in the statewide GEPA field test. Each question correlated to the Social Studies Core Curriculum Content Standards. An item analysis performed on the interim test revealed student weakness in the areas of geography, and open-ended questions. Results of the interim test were used to develop presentations for teacher in-services.

The mid-year assessment and mini-assessments prepared the students for the GEPA which was scheduled to be administered in March 2002. Although the social studies section of the test was not given this year (due to changes in the State Department of Education), eighth grade students performed at an 85% passing level on the districtwide end of year assessment. The districtwide end of year assessment was modeled after the GEPA field tests of previous years.

Additional Strategies

- School visitations by the Supervisor of Social Studies provide technical assistance and instructional monitoring.
- Social Studies GEPA practice materials were purchased for use in review of World History content and open-ended question writing.
- In addition to the regularly scheduled district staff development sessions with 8th grade teachers, school visitations were made to inform students of the content areas and questions types on the test. The social studies supervisor also met with teachers to reinforce and monitor workshop information.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 1: Develop and administer an interim assessment of student performance in math, language arts, science, and social studies in addition to the regular end-of-year evaluation. Results will be used to determine progress and accordingly modify instruction to meet student needs in grades 4, 8, and 11 (*pages 32-33 A, B ,D*)

Bilingual

Successful	Unsuccessful
<i>X</i>	

Implementation of Action Plan: Explanation of Success/Non Success

Bilingual students in selected schools (grades 4, 8, and 11) took the Interim Assessment with general education students (with accommodations). Results were shared with bilingual teachers who modified instruction based on the results. Discussions were held with mainstream teachers during grade level meetings to help them assist exited bilingual students as they transition into mainstream classes.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 2: Administer the Developmental Skills Checklist (DSC) to kindergarten students. Results will be used to determine progress and accordingly improve instruction to meet students needs. (page 34)

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The Developmental Skills Checklist was administered in the fall of 2001 and data was made available to kindergarten teachers. Student strengths and weaknesses were reviewed as a preliminary assessment for beginning planning strategies. A post-test was administered in the spring of 2002. The results of the post test were received and reviewed in order to focus on the students strengths and weaknesses. The kindergartens showed improvement throughout the school year, however, the data collected from this test has not been seen consistently as a means of providing strategic planning assistance. In light of this, the Brigance Early Childhood Screening is being piloted in 2 preschools and 27 kindergarten classrooms this school year. The Early Childhood Department expects that these screenings will provide detailed data resulting in a more comprehensive profile of each student that can be utilized by the classroom teacher.

The Early Childhood Department facilitated staff development for both preschool and kindergarten teachers throughout the school year. Professional development activities focused on literacy, math, science, social studies, and NJCCCS and also incorporated developmentally appropriate practices, classroom environments, and emergent literacy. Kindergarten teachers attended a workshop in which they correlated their present Letterland phonemic awareness strategies with those found in the district's newly adopted language arts program published by Harcourt Brace. Whole School Reform budgets also provided funding for additional individual training in each school.

The teachers in attendance at these staff development opportunities are utilizing the information received by implementing the ideas in their classrooms. The feedback received by teachers has been very positive and future workshops are being planned. Preliminary interest surveys completed by teachers suggest topics of interest/need for future staff development activities.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (page 35)

	Successful	Unsuccessful
<i>Assist principals to evaluate instructional strategies</i>	X	
<i>Assist schools to evaluate Whole School Reform Models</i>	X	

Implementation of Action Plan: Explanation of Success/Non Success

Principals received assistance in supporting staff efforts to evaluate instructional strategies and to determine their effectiveness in improving student achievement. Assistant superintendents, the assistant director of math literacy, subject area supervisors, and resource teachers met with principals both formally and informally at cluster meetings; during grade-level meetings and in individual sessions. Results of interim and standardized test results were reviewed and suggestions were given to use the data to group students for instruction, identify areas of student strengths and weaknesses, and evaluate and recommend instructional strategies.

School test coordinators attended both statewide and district training sessions in the interpretation of test scores and in using test results to plan and modify instruction. Additionally, resource binders that contained an analysis of test scores and disaggregated data were prepared for each school. This information was used to guide schools in preparing instructional programs.

The NJ PASS was administered in grades 1 and 2. The SPA was administered in grades 3, 5, 6, 7, and 10. Schools received training to utilize test results to analyze student strengths and weaknesses and to modify instruction to meet student needs.

- The overall district passing rate on the ESPA in language arts increased 6.6 percentage points compared to 2000-2001. Scores in 24 of the 30 schools (80 %) had increases ranging from 41.7 to 0.6 percentage points.
- The overall district passing rate on the ESPA in mathematics increased 0.9% compared to 2000-2001. Scores in 16 of the 30 schools (53.3%) had increases ranging from 40.7 to 0.7 percentage points.
- The overall district passing rate on the GEPA in language arts decreased 4.4 percentage points compared to 2000-2001. Of the 22 schools administering the GEPA, 6 of the schools (27.3%) had increases ranging from 33.7 to 2.4 percentage points.
- The overall district passing rate on the GEPA in mathematics decreased 6.5 percentage points compared to 2000-2001. Scores in 6 of the 22 schools (27.3%) had increases ranging from 16.6 to 0.5 percentage points.
- The overall district passing rate on the GEPA in science increased 7% compared to 2000-2001. Scores in 13 out of the 22 schools tested (59.1 %) had increases ranging from 33.2 to 0.3 percentage points.

In-service and analysis of data will be continued next year. Individual schools will receive additional assistance from assistant superintendents, directors, the assistant director of math literacy, content supervisors, and other central office staff.

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (*page 35*) continued

SMT chairs/facilitators/test coordinators were designated by each school to evaluate interim and end-of-year test data for the purpose of grouping students and/or making modifications in instruction. Facilitators/school test coordinators also attended both statewide and district training sessions in the interpretation of test scores and in using test results to plan and modify instruction. Additionally, resource binders were prepared for each school that contained an analysis of test scores and disaggregated data to guide schools in preparing instructional programs. In-service training included assistant superintendents, principals, facilitator, test coordinators and content supervisors.

Each model developer also provided the school-based facilitators with student assessment components. The facilitators then aligned the assessment components with the Core Curriculum Content Standards and the District's initiatives towards meeting their educational benchmarks and improving scores on statewide and district tests. Facilitators, School Management Team chairpersons, and curriculum committees, worked closely with the developers to analyze assessment results and modify instruction to student needs. Schools also received assistance in evaluating the effectiveness of Whole School Reform Models. End-of-year test data was analyzed by cohort and model. Roundtable discussions were held with model developers and central office personnel to develop strategies for collaboration and for the sharing of information.

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (page 35)

ESPA 2002 - LANGUAGE ARTS LITERACY			
SCHOOL	COHORT	MODEL	%IMPROVEMENT
School 11	3rd	CES	+41.7
Alexander Hamilton Academy	In Process		+37.9
School 13	1st	MRS	+32.6
School 8	2A	Comer	+22.9
School 12	1st	SFA	+19.2
EWK School	2A	SFA	+17.0
School 14	3rd	CES	+15.2
School 25	3rd	Comer	+13.4
School 15	1st	MRS	+12.6
School 16	3rd	CES	+12.1
School 1	2A	CES	+10.3
School 9	2A	CES	+10.2
School 3	2nd	CFL	+8.7
School 20	2A	CES	+6.3
School 24	2A	CES	+5.6
MLK School	2A	CES	+5.7
School 28	1st	Comer	+5.7

Overall district passing rate on the ESPA in language increased 6.6 percentage points compared to 2000-2001. Scores in 24 of the 30 schools (80%) showed increases ranging from 41.7 to 0.6 percentage points and includes:

- 10 of the district's 12* CES schools (*Coalition of Essential Schools*)
- 6 of the district's SFA schools (*Success For All*)
- 3 of the district's Comer schools (*School Development Program*)
- Each of the district's MRS schools (*Modern Red Schoolhouse*)
- The district's AS school (*Accelerated School*)
- The district's CFL school (*Community For Learning*)

Results by Cluster

- Cluster I: 7 of 10 schools improved (70%)
- Cluster II: 10 of 11 schools improved (90.9%)
- Cluster IV: 7 of 9 schools improved (77.7%)

* One Comer and 1 Coalition School do not house a fourth grade

ESPA 2002 - LANGUAGE ARTS LITERACY
(continued)

SCHOOL	COHORT	MODEL	%IMPROVEMENT
School 27	1st	AS	+4.8
School 17	1st	SFA	+3.5
School 2	1st	SFA	+1.8
School 21	1st	SFA	+1.7
School 5	3rd	CES	+1.1
School 18	2A	CES	+0.8
Roberto Clemente	1st	SFA	+0.6

Overall district passing rate on the ESPA in language increased 6.6 percentage points compared to 2000-2001. Scores in 24 of the 30 schools (80%) showed increases ranging from 41.7 to 0.6 percentage points and includes:

- 10 of the district's 12* CES schools (*Coalition of Essential Schools*)
- 6 of the district's SFA schools (*Success For All*)
- 3 of the district's Comer schools (*School Development Program*)
- Each of the district's MRS schools (*Modern Red Schoolhouse*)
- The district's AS school (*Accelerated School*)
- The district's CFL school (*Community For Learning*)

Results by Cluster

Cluster I: 7 of 10 schools improved (70%)

Cluster II: 10 of 11 schools improved (90.9%)

Cluster IV: 7 of 9 schools improved (77.7%)

* One Comer and 1 Coalition School do not house a fourth grade

ESPA 2002 MATHEMATICS

SCHOOL	COHORT	MODEL	%IMPROVEMENT
Alexander Hamilton Academy	In Process		+40.7
School 10	2A	CES	+21.9
School 27	1st	AS	+21.2
School 3	2nd	CFL	+21.1
NSW	1st	Comer	+19.1
School 11	3rd	CES	+11.2
School 8	2A	Comer	+10.5
MLK	2A	CES	+8.9
School 9	2A	CES	+8.1
RC	1st	SFA	+7.1
School 16	3rd	CES	+6.4
School 15	1st	MRS	+5.5
School 5	3rd	CES	+4.5
School 25	3rd	Comer	+4.1
School 6	1st	SFA	+2.6
School 1	2A	CES	+0.7

Overall district passing rate on the ESPA in mathematics increased 0.8 percentage points compared to 2000-2001. Scores in 16 of the 30 schools (53.3%) showed increases ranging from 40.7 to 0.7 percentage points and includes:

- 8 of the district's 12* CES schools (*Coalition of Essential Schools*)
- 2 of the district's 9 SFA schools (Success For All)
- 3 of the district's 6* Comer schools (School Development Program)
- 1 of the district's 2 MRS schools (Modern Red Schoolhouse)
- The district's AS school (Accelerated Schools)
- The district's CFL school (Community For Learning)

Results by Cluster

- Cluster I: 7 of 10 schools improved (70%)
- Cluster II: 6 of 11 schools improved (54.5%)
- Cluster IV: 3 of 9 schools improved (33.3%)

*One Comer and 1 Coalition School do not house a fourth grade

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (page 35)

LANGUAGE ARTS LITERACY GEPA 2002			
SCHOOL	COHORT	MODEL	%Improvement
School #4	2A	Co-Nect	+33.7
School #12	1st	SFA	+18.4
School #6	1st	SFA	+13.1
School #26	2A	SFA	+10.7
School #13	1st	MRS	+3.3
School #18	2A	CES	+2.4

The overall district passing rate on the GEPA in language arts decreased 4.4 percentage points compared to 2000-2001. However, scores in 6 of the 22 schools (27.3 %) showed increases ranging from 33.7 to 2.4 percentage points and includes:

- 1 of the district's 12* CES schools (Coalition of Essential Schools)
- 3 of the district's 9* SFA schools (Success For All Schools)
- 1 of the district's 2 Modern Red Schoolhouse schools
- The district's Co-Nect School

Results by Cluster

- Cluster I: 2 of 10 schools improved (20%)
- Cluster II: 4 of 12 schools improved (33.3%)

*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (page 35)

MATHEMATICS GEPA 2002			
SCHOOL	COHORT	MODEL	%Improvement
School #18	2A	CES	+16.6%
School #6	1st	SFA	+7.8%
School #4	2A	Co-Nect	+2.5%
School #24	2A	CES	+1.6%
School #21	1st	SFA	+1.6%
NSW School	1st	Comer	+0.5%

The overall district passing rate on the GEPA in mathematics decreased 6.5 percentage points compared to 2000-2001. Scores in 6 out of the 22 schools tested (27.3 %) showed increases ranging from 16.6 to 0.5 percentage points and includes:

- 2 of the district's 12* CES schools (Coalition of Essential Schools)
- 2 of the district's 9 * SFA schools (Success For All)
- 1 of the district's 6* Comer schools (School Development Program)
- The district's Co-Nect, School

Results by Cluster

- Cluster I: 3 of 10 schools improved (30%)
- Cluster II: 3 of 12 schools improved (25%)

*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (page 35)

SCIENCE GEPA 2002			
SCHOOL	COHORT	MODEL	%Improvement
School #12	1st	SFA	+33.2
School #18	2A	CES	+22.4
School #15	1st	CES	+19.3
School NSW	1st	Comer	+14.0
School #21	1st	SFA	+12.1
School #8	2A	Comer	+10.3
School #13	1st	MRS	+10.0
School #4	2A	Co-Nect	+9.9
School #10	2A	CES	+8.5
School #25	3rd	Comer	+8.3
School #5	3rd	CES	+7.8
School #MLK	2A	CES	+6.4
School 20	2A	CES	+0.3

The overall district passing rate on the GEPA in science increased 7 percentage points compared to 2000--2001. GEPA science scores in 13 of the 22 schools (59.1%) showed increases ranging from 33.2 to 0.3 percentage points and includes:

- 6 of the district's 12* CES schools (Coalition of Essential Schools)
- 2 of the district's 9 * SFA schools (Success For All)
- 3 of the district's 6* Comer schools (School Development Program)
- The district's Co-Nect School
- 1 of the district's 2 MRS schools (Modern Red Schoolhouse)

Results by Cluster

- Cluster I: 2 of 10 schools improved (20 %)
- Cluster II: 11 of 12 schools improved (91.6%)

*2 CES, 4 SFA, and 3 Comer Schools do not house an eighth grade

EVALUATION OF STRATEGIES

***(2a) TECHNICAL ASSISTANCE
AND SUPPORT TO ELEMENTARY SCHOOLS***

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 37,38*)

Whole School Reform Model Teacher and Principal Leadership Institute

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Developers continued to meet with and support each principal and staff in their implementation of their chosen model and to integrate the requirements of the model with district initiatives and state and local standards. Developers and staff from the district's Whole School Reform Office worked closely with each school on the assessment of student progress and on analyzing test results to modify instruction to meet student needs.

The Whole School Reform Department assigned staff members to serve as the point person for the various models. One of the roles of the point person was to align the components of the chosen whole school reform model with the initiatives of the district and assure that the model is compliant with state mandates. Additionally, point persons coordinated assessment components with the schools' needs assessments in order to insure a smooth integration and alignment of district initiatives with whole school reform models. (including the budget process)

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (pages 37,38 A,B)

Cross-Curricular Action Plan

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Staff development was provided to all K-8 teachers during full-day training sessions, common preparation periods, grade level meetings and after-school sessions. Topics focused on specific and interdisciplinary content areas connecting Core Curriculum Content Standards with ESPA and GEPA Specifications, N.J. Frameworks, District Curricula, District Reading Standards, and District Resource Guides (interdisciplinary topics or themes), as well as the themes of the newly adopted Harcourt *Collections* reading series. Content from various disciplines (science, social studies, health, etc.) was used to teach guided-reading strategies and concept and mapping strategies to improve comprehension of informational, every-day, and persuasive texts. Writing tasks presented were also cross-curricular. Math/science fairs were held throughout the district to foster problem-solving and critical thinking skills. “AIMS” activities incorporated math, science and language arts. Feedback from these sessions was continuously reviewed to strengthen and modify strategies for improving student achievement.

Since one of the District’s priorities is to improve the ESPA and GEPA scores in math and language, classroom teachers in grades 3,4,7 and 8 were provided with training in these areas based on their experience in the grade level, knowledge of subject matter and previous year’s test results. Teachers who had experience in the grade level or subject area and showed some increase in test scores were given one (1) full day of off-campus training in math and language. Those staff members with less experience or whose students fared poorly on the state assessments were given two (2) days of intensive training in his/her core area. In addition, staff members in all grade levels received training in the four disciplines: math, language, science, and social studies. Each training session required district training staff to review and explore alignment and non-alignment issues as ordained through classroom practice of the curricula, the Core Curriculum Content standards and ESPA/GEPA skills. All staff received additional training and support within their own school environment.

Although there was a drop in the language arts and mathematics GEPA test results, teachers in grades K-8 were more aware and were strengthened in their knowledge of the Core Curriculum Standards. Supervisors and principals attended grade-level meetings, common planning time, and after-school sessions to discuss strategies to improve instruction. Feedback from these sessions was continuously reviewed to strengthen and modify strategies for improving student achievement. Formal and informal observations of instruction revealed that Core Curriculum Content Standards and interdisciplinary teaching are being incorporated into daily instruction.

The district will continue to make staff development a priority in 2002-2003, incorporating interdisciplinary teaching whenever possible.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 37,38 C*)continued

The formal Principals' Institute which was expanded to three (3) days: two (2) days in the fall and one (1) day in the spring, further identified the need to minimize the operational components of such institutes to allow for more time to enhance the administrator-as-instructional-leader model. The Principal's Institutes gave building administrators a forum to share successful programs and provided a reference point for the monitoring of instruction. In an effort to continue on-going professional development for administrators, the district included an introduction to the new math, language, and science textbook series for principals of K-8 buildings. Additionally, an institute for the training of vice principals to take on the responsibilities of the principalship was set up, in conjunction with Montclair State University.

The district continues to use the cluster system to allow assistant superintendents to work with their building principals in multiple and varied issues including but not limited to "Active Teaching" and "Cooperative Learning". In 2002, an Assistant Superintendent of Curriculum and Instruction was added to the executive staff. Textbook adoptions and the training of principals and vice principals will continue under the supervision of the Assistant Superintendent of Curriculum and Instruction.

The District's overall approach to professional development of its administrative staff remains under review, seeking enhancement for the 2002-2003 school year.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. *(pages 37,38 D)*

Limited English Proficient Students

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Teachers were in-serviced throughout the district in strategies that would help mainstream teachers work with recently exited LEP students. Teachers were provided with handouts and sample materials. Visitations by the ESL/Bilingual Supervisor confirm that strategies and activities presented during the workshops are being implemented in the classroom.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 37,38 E*)

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The district successfully produced a unified calendar for the 2001-2002 school year. Training/staff development for Whole School Reform was integrated into the district's unified staff development calendar for 2001-2002. This calendar was developed in collaboration with the district's Offices of Staff Development and Whole School Reform. The calendar was enthusiastically received and utilized by all departments and school buildings throughout the school year.

The district's offices of Whole School Reform and Staff Development coordinated their activities through the unified calendar thus minimizing negative impact upon instruction by having too many teachers receiving training on any one day. This calendar includes many specifics regarding staff in-service dates and times, the off-campus training module, Whole School Reform initiatives, etc. Thus, schools were able to review topics and timelines provided by central office staff and supplement their needs accordingly.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 39 A-C)

Math Action Plan

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

Non-math certified teachers were provided with the opportunity to improve their knowledge of mathematics through a district sponsored mathematics endorsement program. Tuition and related fees were paid for eleven (11) teachers taking a variety of mathematics courses at William Paterson University. In addition to the offerings of tuition payment, the district explored other incentives to increase the number of mathematics certified instructors. Each math course completed helped to enhance teacher proficiency and delivery of instruction. Tuition reimbursement continues to be made available to interested candidates. Additionally, the district continues to actively explore methods to increase the number of mathematics-certified instructors within the district. This process, which may involve bargaining unit negotiations, remains in a preliminary stage.

The district also initiated the Middle Grade Math Program (MGM) in conjunction with Montclair State University where 14 elementary school math teachers are pursuing a master's degree in middle grade mathematics. The number of teachers attending this program will increase each semester.

Manipulatives and calculators were an integral part of ESPA and GEPA mathematics staff development and were included as an integral part of classroom instruction. Staff development was provided at all grade levels K-12 through off campus training and at grade level meetings. Observations by the math department staff indicate that the vast majority of students are proficient in the use of calculators and manipulatives. There is some concern that students are over-reliant on calculators for multiple choice questions.

All mathematics staff development (K-8) emphasized grade appropriate strategies to score points on open-ended questions. Students were also encouraged to practice scoring open-ended questions using rubrics. This practice helped students to become more familiar with what was expected and acceptable. Teachers and students were provided with numerous opportunities to reinforce these skills (quizzes, weekend and holiday materials and interim assessments). The mathematics department engaged teachers and students in the use of a district mathematics poster addressing open-ended question strategies. Mathematics supervisors followed up in the classrooms in both the regular and after school programs.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 39 A-C*) continued

On the ESPA, 49.1% of fourth grade students passed; an increase of 0.9 percentage points over the 2000-2001 school year. Scores in 16 of the 30 schools (53.3 %) showed increases ranging from 40.7 percentage points to 0.7 percentage points and scores in 7 of the schools (23.3%) exceeded the state standard of 75% passing.

A review of the GEPA scores indicates success on the Algebra cluster and relative success in the Data Analysis cluster. While there was a decrease of 6.5 percentage points from 2000 to 2001, it should be noted that Paterson ranks third in the 12 largest District Factor Group “A” districts in New Jersey. Of the 22 schools administering the GEPA in 2002, 6 schools (27.3%) showed an increase in scores over the March 2000 results.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*page 40 A -D*)

Science Action Plan

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

A committee of teachers developed a portfolio assessment (1999) in science for grades K-8 to obtain baseline data. Teachers initially received in-service training in the use of the portfolio assessment (September 2000). Science Resource Teachers continued to train all new teachers of science with the portfolio assessment October - March. Portfolio Assessment was developed for use in grades K-8 to enable educators to get a closer snapshot of student performance. Additionally, GEPA science review workshops were scheduled for 8th grade teachers. Two half-day sessions were given at the Paterson Public Library.

The District continued to provide workshops for test coordinators on performance assessment in science for ESPA and GEPA. Parent programs were conducted for the Paterson and NASA Together for High Expectations and Results (PANTHER) program (reception, computer training and evening astronomical observation.) Staff development workshops for teachers in grades 3,4,7 and 8 addressed the Core Curriculum Standards and N.J. Frameworks (GEPA and ESPA test specifications) and provided teachers and students with “hands on” activities that required problem solving skills and critical thinking skills. In addition, science teachers participated in in-service sessions to target areas in the Core Curriculum Standards that need improvement, based on an analysis of test scores. Full day workshops were also held to target these areas and to provide activities and strategies to meet student needs. District Math/Science Fairs were also held to encourage and foster problem -solving skills.

The Stevens Institute, Science Link and Elementary Internet Programs provided staff development for teachers incorporating technology activities correlated with the Core Curriculum Content Standards. The Science Link and Elementary Internet Programs were implemented on a monthly basis and included technology based activities developed by teachers. Teachers involved in the program received training in relating and developing strategies and activities that are connected to the Core Curriculum Standards. Additionally, students and teachers were involved in the Liberty Science Center Project, and the NASA Project. The Stevens Educational Technology Program (STEP) program was not implemented as the grant for the college was completed.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (page 41 A-D)

Social Studies Action Plan

	Successful
ESPA	X
GEPA	X

Implementation of Action Plan: Explanation of Success/Non Success

A matrix of geography skills was created for grades K-8 and disseminated at grade level meetings and district in-service sessions. The matrix was correlated directly to the Core Curriculum Content Standards. Workshop evaluations reveal that teachers find the Skills Matrix very effective in teaching geography. Adjustments in the skill matrix will be made based on results of the ESPA.

Teachers in grades 5-8 were in-serviced in pacing the content of the district's social studies curriculum guide. A pacing chart was created for grade five and distributed to the schools. Additionally, a content timeline was created for grades 7 and 8, and distributed during in-service sessions. These pacing charts were reviewed for teachers of grades 7 and 8 during staff training days. School administrators reviewed teacher plan books to monitor pacing of lessons.

Teachers in grade 4 were in-serviced on the ESPA test specifications to make them aware of the timelines for their implementation. The test specifications book was copied and distributed to all fourth grade teachers during grade level meetings. Training on priorities was conducted during those sessions. Teachers in grades 7 and 8 were in-serviced in the implementation of the social studies framework. Several copies of the social studies framework were distributed to each school. The framework became part of each subsequent social studies workshop.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (pages 42 A-C)

Language Arts Action Plan

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

District in-service courses on implementing the language arts literacy standards using a variety of strategies and practices were provided. Teachers received ongoing, intensive training on strategies and activities to implement the Language Arts Literacy Core Curriculum Content standards. This training was provided to over 800 teachers. In-service courses focused on a variety of strategies and practices that included, but were not limited to:

- **Picture prompt** activities to increase/improve viewing/writing skills.
- **Revising/editing techniques** to continue to improve writing.
- **Journal writing** implementation to increase reading and writing.
- **Narrative/Informational** reading strategies to improve student reading and writing on a variety of texts.
- Expansion of the utilization of **Graphic Organizers, Semantic Mapping, and Venn Diagrams.**
- **Literature Circles** implementation to improve reading. Teachers and students will read and discuss good literature.
- **Open-ended questions** to improve the response to this type of item on tests.
- **Sustained silent reading** a minimum of- 10 minutes on a daily basis.
- Use of the **GEPA/ESPA rubrics.**
- **Active Teaching** techniques for use with small and large groups.

Teachers of grades K-5 were also provided with orientation workshops for the newly adopted Harcourt *Collections* reading series. Strategies regarding how to group for reading instruction were stressed. Follow-up visits were made to each school by Harcourt consultants to address implementation concerns.

Anecdotal reports from school administrative staff, district supervisory staff, and from teachers themselves, as well as direct observation of student work, indicates that instruction is becoming better aligned to the Language Arts Literacy Standards. They also reveal that training and additional strategies and activities, e.g. teacher and peer conferencing, are needed. During the 2000-2001 school year, training provided to teachers in grades K-5 on the Harcourt reading series was positively received by school staff.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement the Core Curriculum Content Standards and ensure that instruction is aligned to the standards. (*pages 42 A-C*) continued

Supplemental materials containing open-ended questions and appropriate writing prompts related to the board-approved curriculum for grades 3-8 were developed/and or purchased. Materials selected addresses ESPA/GEPA skills and were designed to develop and support all aspects of the writing process. The selected materials also targeted reading comprehension skills including inferential and analyzing/critiquing text questions.

Anecdotal reports from school administrators as well as direct observation of instruction and student work, indicate that the supplemental materials provided needed support for improving students' performance on open-ended questions and written essays. The materials also developed and supported all aspects of the writing process and reading comprehension skills improvement. Materials were also used to individualize instruction to meet student needs.

In the 2002-2003 school year, purchases of supplemental material will be closely coordinated with materials already purchased from Holt and Harcourt to ensure consistency of instruction and avoid duplication of effort.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 44 A1-A5)*

A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement

CROSS CURRICULUM

Successful	Unsuccessful
x	

Implementation of Action Plan: Explanation of Success/Non Success

Assistant Superintendents of School Operations met regularly with their cluster teams to develop tasks, interdisciplinary assignments and staff development sessions that addressed the ESPA/GEPA (e.g., writing essays, science labs/reports, open-ended questions, social studies reports, etc.). Cluster Teams reviewed and made necessary modifications based upon contacts with particular teachers and school administrators (when and where applicable). Feedback during meetings indicated that cluster meetings have been successful in assisting principals and teachers to monitor the effectiveness of instructional strategies and to align curriculum on an on-going basis. Meetings addressed the following concerns:

- Open-ended questions
- Revising/editing
- Departmentalization
- Mini-assessments
- Weekend and holiday assignments
- After-school and Saturday tutoring
- Use of staff resources to support ESPA and GEPA instruction (computer teachers, librarian, test coordinator, art teacher, etc.)
- Off campus approach in staff development
- Substitute pool
- Urgency in literature and science on the ESPA
- District’s Reading Standards

Assistant superintendents, assistant directors, content supervisors, and resource teachers monitored classroom instruction and worked with principals to improve the delivery of instruction. Assistant Superintendents of School Operations also worked with cluster principals to insure that teachers’ PIPs reflect teacher evaluations and the inclusion of skills necessary to improve student achievement. Core Curriculum Content Standards were addressed at each principals’ meeting to ensure that the district and school education plans were being implemented, especially regarding strategies relating to specific staff members (Professional Improvement Plans). The following points were discussed:

- Use of multiple visual aids to ensure the processing of information (VCR, overhead projector, wipe boards, writing journals. etc.).
- Need to increase the amount of real writing, especially at grades 2, 3, and 4.
- Effective use of the Team Teaching Concept (2 teachers in the classroom).
- Use of Peer Coaching (student to student).
- Impact of sustained silent reading.
- Use of graphic organizers especially in the area of writing development.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. *(page 44 A1-A5)*

A. Provide technical assistance and support to Cluster Teams and teaching staff to improve student achievement

CROSS CURRICULUM

Implementation of Action Plan: Explanation of Success/Non Success

Assistant Superintendents of School Operations were held accountable for improving ESPA/GEPA skills by making classroom observations to ensure that teachers are including open-ended questions, writing prompts, and timed reading in their lessons. Assistant Superintendents of School Operations and their language arts, mathematics, and science supervisors/support teachers made regular visits to each of the schools, not only to discuss student progress and monitor instruction, (especially open-ended questions, writing prompts and timed reading) but also to provide demonstration lessons in writing, reading, math, and science in select schools. Classroom observations ensured that strategies and activities presented during staff development sessions were being implemented into daily instruction and that instruction was aligned to the Core Curriculum Content Standards.

Assistant Superintendents of School Operations worked with cluster principals to monitor and sustain the 4th and 8th grade students’ attendance at or above 90% state standard. Keystone Data System continued to provide computerized student record keeping and accurate and immediate access to student attendance. The district continued to seek strategies to ensure compliance with the state standard of 90%.

Principals and Assistant Superintendents of School Operations reviewed teacher scheduling to assist principals in providing “common planning time” for teachers (especially in grades 4 and 8 across disciplines and within individual departments). This strategy is a key to articulation of the New Jersey Core Curriculum Content Standards as it provides teachers with an opportunity to discuss grade level goals and strategies to meet the designated objectives. At least one common planning session a week was established in a majority of the schools, creating opportunities for dialogue between and among staff members. Direct observation and feedback from principals, assistant directors, content supervisors, and resource teachers revealed that the time was used effectively and efficiently, especially in the areas of writing and math.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 45 B1-B5*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Cross-Curriculum

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Sustained-silent reading for every elementary class in the district was continued. Contractually, the school day included an additional 10 minutes to accommodate the sustained-silent reading initiative. Silent reading activities were monitored by principals. Additionally, Whole School Evaluation Teams consisting of content supervisors and other central office personnel visited the schools assigned to their cluster and also observed the sustained silent reading program. Timed reading in content areas and bi-weekly writing prompts alternating with science and social studies classes were also provided at select grade levels and sites.

Student centered instruction was utilized to provide instructional opportunities to allow students to demonstrate “what they know” and “what they are able to do” (solving and scoring open-ended questions). Students in grades 4 and 8 were provided with opportunities to construct open-ended questions as well as assess their responses to open-ended items. In addition to solving these problems, students were provided with experiences in scoring the items using rubrics. Students also had opportunities to score their classmates’ responses (self and peer critiquing). These activities gave students a clearer understanding of the scoring rubric as well as a means of self-improvement. Furthermore, the interdisciplinary use of skills established connections between and among domains.

Open-ended questions were infused into weekly math lessons. District-made open-ended and multiple-choice quizzes were administered to students of grades 4 and 8 and were successful for a number of reasons. Teachers were provided with an assortment of ESPA or GEPA-like problems. Students were then given the opportunity to solve a variety of problems with ESPA/GEPA format and content. Analysis of results provided teachers and supervisors with additional insights into student understanding. As the year progressed, student performance on the weekly quizzes improved. The 6.6 percentage point increase in ESPA language arts scores and 0.9 percentage point increase in ESPA math scores indicate that curriculum modifications and classroom instruction is aligned with the Core Curriculum Content Standards. The district is conducting a detailed analysis of GEPA scores to identify problem areas. Modifications to staff development and classroom instruction will be instituted to improve student achievement.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 45 B1-B5*) continued

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Booklets containing an analysis of test scores were distributed to central office and school level personnel in September 2001. Updates were provided after Cycle II reports were received and extended day program data was available. This information was used to provide data driven feedback to better effect instructional decisions to meet student needs. Content supervisors and assistant directors met with principals and teachers to discuss the analysis of the tests.

Analysis of ESPA and GEPA scores was performed to determine areas of strength and weakness on a district, school, and individual student level. An analysis of the 2001-2002 ESPA and GEPA scores was used to impact instructional decisions at both the school and district levels. Increased time and attention, as well as a variety of instructional strategies, were provided as topics where student performance lagged.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 46*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Language Arts

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

Alternative assessments (student centered) were designed and instituted to allow students to demonstrate “what they know” and “what they are able to do.” Assessments included project-based activities (booklets, portfolios and critiques of authors, etc.), using rubrics to assess work, and journal writing to reflect and document learning.

ESPA scores in language arts literacy increased 6.6 percentage points from 2000-2001. Of the 30 schools tested, 24 schools (80%) realized increases in scores ranging from 41.7 to 0.6 percentage points. Review of the 2001-2002 GEPA scores indicate a decrease of 4.4 percentage points in the number of students passing the language arts section of the GEPA. Of the 22 schools administering the GEPA, 6 of the schools (27.3%) showed increases ranging from 33.7 to 2.4 percentage points. Districtwide, weaknesses were seen in the revise/edit and reading comprehension areas of the test. The newly adopted Holt *Elements of Literature* Reading series will be used as a tool to address the reading comprehension component in the 2002-2003 school year.

District made bi-weekly writing and reading assessments were piloted in grades 4 and 8 at select sites throughout the school year. Test Coordinators and classroom teachers at select sites (Cluster II) scored the assessments, tabulated the scores of multiple choice and open-ended questions and, after consultation, altered instruction to address weaknesses.

Strategies to implement modification in instruction based on these assessments were reviewed by the Assistant Superintendent of School Operations (Cluster II), principals, and language arts supervisor. Adjustments will be made to this strategy to enhance the utilization of these assessments.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student-centered” instruction. (*page 46*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Mathematics

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

District made open-ended and multiple choice quizzes were administered to students in grade 8. Additional ESPA/GEPA homework problems, classroom assignments, the Paterson Public Schools Mathematics Practice 2002 Workbook, weekend assignments and holiday assignments provided an abundance of open-ended and multiple choice problems. Open-ended questions were also infused into weekly math lessons.

Student centered instruction was utilized to provide instructional opportunities to allow students to demonstrate “what they know” and “what they are able to do” (solving and scoring open-ended questions). Students in grades 4 and 8 were provided with opportunities to construct open-ended questions as well as assess their responses to open-ended items. These activities give students a clearer understanding of the scoring rubric as well as a means of self-improvement.

An analysis of the 2001/2002 mathematics ESPA and GEPA scores was used to impact instructional decisions at both the school and district levels. Increased time and attention, as well as a variety of instructional strategies, were provided on topics where student performance lagged.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*pages 48,49 A-G*)

CROSS-CURRICULAR ACTION PLAN

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

The social studies curriculum was aligned to the social studies NJCCS. The mathematics department is in the process of completing revisions of the K-8 curriculum to enhance the alignment with the NJCCCS and item specifications for ESPA/GEPA. The science and language arts departments have completed curriculum alignment to the CCCS.

Supplemental materials for areas identified on the ESPA/GEPA skills were distributed to the schools. Emphasis was placed on instructional practices that utilized hands-on activities and student-centered lessons to improve student performance across the disciplines. Classroom observations by assistant directors and subject area supervisors indicate that student centered lessons, use of manipulatives, and hands-on activities were a primary focus in classroom instruction.

In an effort to strengthen the alignment of classroom instruction and assessment with the CCCS, the mathematics, science, and social studies departments have established timelines for 3rd, 4th, and 8th grade teachers using ESPA/GEPA specifications. Content timelines were distributed and discussed. The timelines offered the supervisors and principals the opportunity to observe lessons and evaluate plans according to a districtwide pacing plan.

Academic Quiz Bowl for eighth grade students was implemented districtwide. Questions emphasized content included in the District Curriculum, the Core Curriculum Content Standards and GEPA specifications in mathematics, language arts, science, and social studies. The “jeopardy style” board also included categories in the arts, current events and sports. This highly competitive and interactive game was a catalyst to support successful GEPA achievement. The Science Department also developed Science “Gepardy” and “Espardy” to be distributed at the N.J. Science Teachers Convention.

Instructional and assessment strategies were developed and others modified after test results were received and analyzed. Analysis of 2001-2002 GEPA scores was performed to determine areas of strength and weakness on a district, school, and individual student level. Content supervisors and assistant directors met with principals and teachers to discuss the results and modify instruction to meet student needs.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*pages 50, 51 A-C*)

Math Action Plan

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

The District developed quizzes for students in grades 4 and 8 to reinforce previously learned mathematics. The quizzes, which included multiple-choice and open-ended questions, reflected ESPA and GEPA format and item specifications. Analysis of results provided teachers and supervisors with additional insights to align classroom instruction and assessment with the CCCS. The mathematics department and teachers provided students with hand written responses to quizzes that encouraged “student centered” instruction.

Take home assignments and featured special GEPA assignments were provided on holidays e.g., Thanksgiving, December Holidays, and Valentine’s Day which reinforced specific skills. Teachers and students were also provided with a Math 20-Day ESPA workbooks and GEPA workbooks.

Increased emphasis was placed on solving mathematics open-ended questions for teachers of grades 3, 4, 7 and 8. Staff development, demonstration lessons and the development of appropriate materials enabled teachers to be better prepared to instruct and score open-ended problems. Teachers and students were provided with additional training on rubric scoring and techniques for improving student performance on open-ended questions (Ex. improving responses from 1 to a 2 and/or 2 to a 3). Observations indicate that students need additional help in scoring their classmates’ responses.

Scores on the math section of the ESPA (49.1%) show an increase of 0.9 percentage points over the 2000-2001 scores. Mathematics scores in 16 of the 30 schools tested (53.3%) showed increases ranging from 40.7 to 0.7 percentage points.

Although GEPA math scores decreased 6.5 percentage points from in March 2001, it should be noted that Paterson ranks third in the 12 largest District Factor Group “A” districts in New Jersey. GEPA scores in 6 of the 22 schools (27.3%) showed increases ranging from 16.6 to 0.5 percentage points from March 2001 to March 2002. Further analysis indicates that the district met and approximated the state just proficient mean in two out of three clusters. Algebra and Geometry respectively met and approximated the state just proficient mean while Number Sense and Data Analysis trailed the state just proficient mean. Results and analysis of assessments were shared at principals’ meetings.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*pages 52,53 A-D*)

Science Action Plan

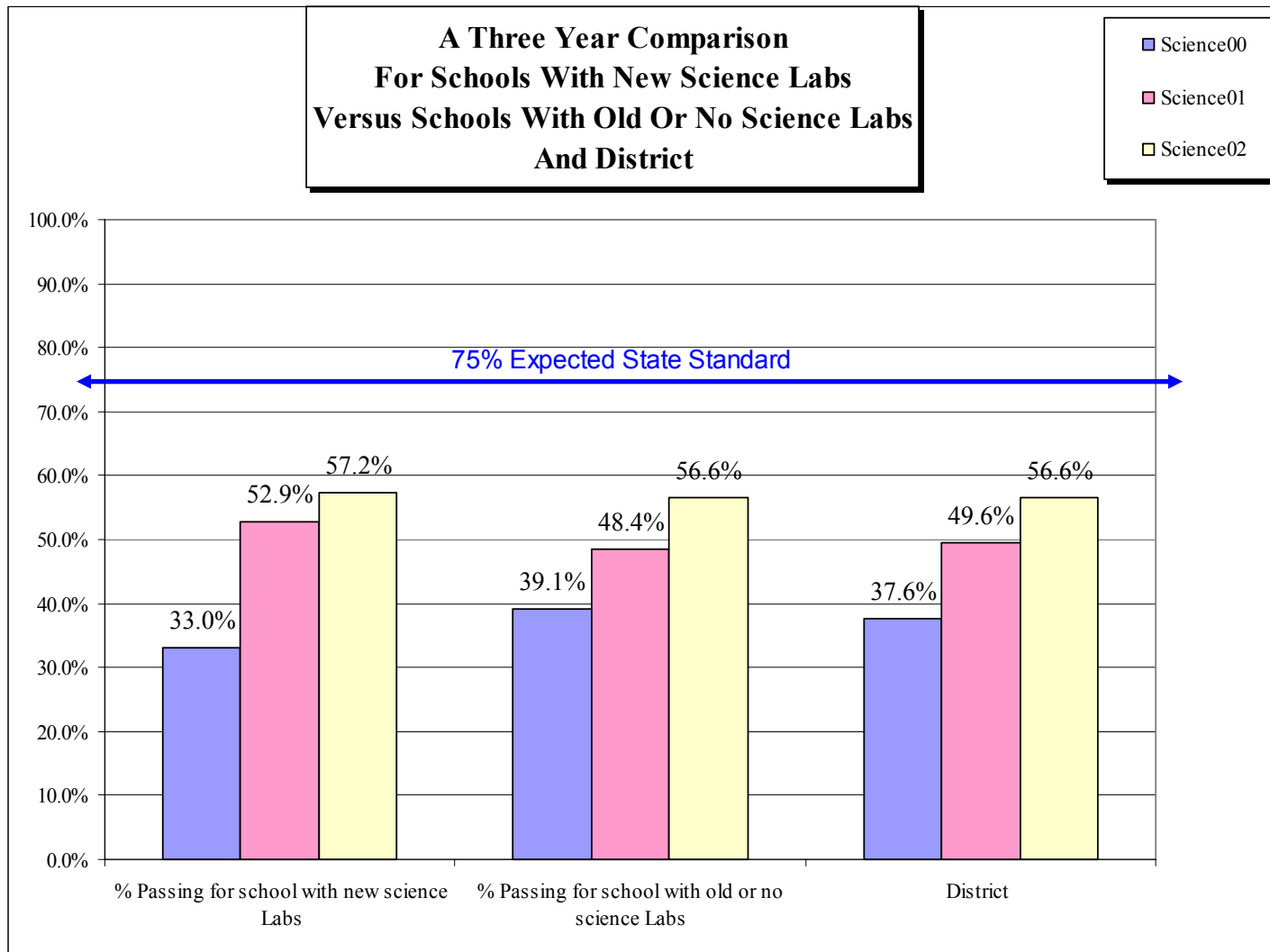
Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Teachers have developed and will continue to develop science vocabulary and open-ended questions for ESPA and GEPA from the cumulative progress indicators to serve as a “study guide” for students. Realizing that the students lacked an understanding of common terminology used in science, the resource teachers expanded the ESPA and GEPA science vocabulary list and disseminated it districtwide. Classroom teachers expressed satisfaction with the vocabulary lists and open-ended questions. These materials were used to prepare students for success on the ESPA and GEPA.

Science labs were opened at schools 7, 13, and 26. Labs at schools 6 and NSW are scheduled for completion in the fall of 2002. Although all science labs are not yet in every school, the science lab teachers continued to teach on a daily basis in the classroom. Science labs are under construction and will be completed during the 2002-2003 school year. Portable science labs were used and staffed by science lab teachers.

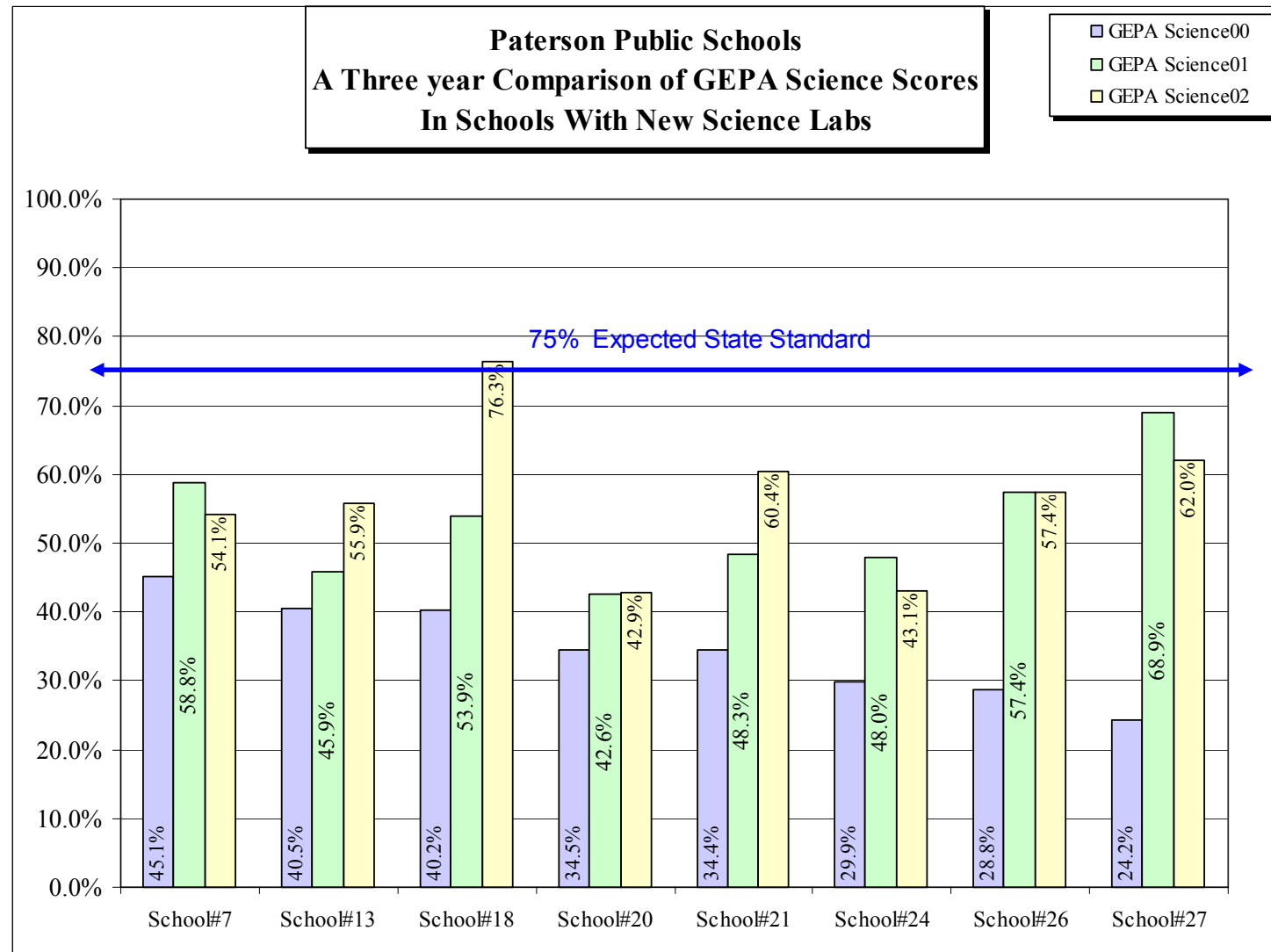
Science assessments were developed for ESPA and GEPA and distributed to the schools. The Science Supervisor and Resource Teachers collected/graded/evaluated the assessments and returned them to the teachers to review with the students. Strategies clearly had a positive effect on student achievement as evidenced by the increase of 7 percentage points on the GEPA. Scores in 13 of the 22 schools tested (59.1 %) showed increases ranging from 33.2 to 0.3 percentage points.



The average gain in science scores on the GEPA from 2000-2002 for schools with new science labs is 24.2 percentage points. This increase is 6.7 percentage points greater than the gain for schools without new science labs and 5.2 percentage points greater than the gain for the district as a whole.

It should be noted that science labs in schools 7, 13, and 26 NSW opened in 2001-2002. Science labs in Schools 6 and Norman S. Weir are near completion.

The 2001-2002 ESPA did not include a science component.



- 4 of the 8 schools (50%) with science labs (Schools 13, 18, 20, 21) realized increases in GEPA science scores from March 2001 to March 2002. Increases ranged from 22.4 percentage points to 0.3 percentage points
 - 9 of the 14 schools (64.3%) of schools without new science labs (Schools 4, 5, 8, 10, 12, 15, 25, MLK, NSW) realized increases in GEPA science scores from March 2001-March 2002. Increases ranged from 33.2 percentage points to 6.4 percentage points.
 - 3 of the 8 schools (37.5%) with new science labs (Schools 13, 18, 21) met their benchmarks in science.
 - 6 of the 14 schools (42.8%) without new science labs (Schools 5, 8, 12, 15, 25, NSW) met their benchmarks in science.
- It should be noted that schools 18, 20, 21, 24, and 27 opened science labs in 2000-2001.
 Schools 7, 13, and 26 opened science labs in 2001-2002. Labs in Schools 6 and NSW are near completion.*

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 54 A-D*)

Social Studies Action Plan

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Teacher in-service programs were conducted in grades 4, 5, 7, and 8. Programs focused on the usage of hands-on activities, student centered projects and internet utilization in social studies based on the New Jersey Core Curriculum Content Standards. Teachers were monitored by the social studies supervisor in the classroom setting as a follow-up to each session. Teachers indicated that the activities modeled during in-service sessions were effective in their classrooms. Classroom teachers also utilized open-ended question prompts and reading section prompts.

The Social Studies supervisor will continue to implement a 120 minute per week allotment of instructional time for the discipline of Social Studies. Workshops will also begin in the fall of 2002 for grades 3-8 for the inclusion of Social Studies content as a method of instruction for improving student reading ability.

When the revised New Jersey Core Curriculum Content Standards are finalized, the process of curriculum revision will begin.

Interim assessments and end of the year assessments modeled after the GEPA and ESPA raised the bar for student performance. Although the Social Studies GEPA was not given this year, students performed at an 84% passing level on the districtwide end of year assessment.

Results of the ESPA administered in the fall of 2001 to students in grade 5 reveal a 53.6% passing rate districtwide, which is just 1.4 percentage points short of the 55% district benchmark. Fourteen of the twenty-five schools (56%) that administered the ESPA met the district benchmark of 55%.

ESPA SOCIAL STUDIES CLUSTER MEANS RESULTS (Fall 2001)		
Cluster	Just Proficient Mean	District Mean
Civics (12)	6.0	6.2
History (24)	13.3	13.4
Geography (18)	7.6	8.0
Recall Knowledge & Comprehension (16)	7.9	8.2
Critical Thinking & Application (24)	12.1	12.3
Visuals Interpretation Acquisition (14)	7.0	7.2

Section 1: ASSESSMENT OF STUDENT PERFORMANCE

Strategy 3: In-service school staff to analyze test results and identify areas of student strength and/or weakness, and utilize test results to modify instructional strategies to improve student achievement. (page 35)

ESPA 2001 SOCIAL STUDIES			
SCHOOL	COHORT	MODEL	SCORE
NSW	1st	Comer	81.0%
School #18	2A	CES	75.0%
School #9	2A	CES	74.5%
School #2	1st	SFA	73.5%
MLK School	2A	CES	71.3%
School #25	3rd	Comer	70.1%
School #20	2A	CES	66.7%
School #5	3rd	CES	66.7%
School #27	1st	AS	65.8%
School #24	2A	CES	64.3%
School #1	2A	CES	63.0%
School #7	2nd	CES	59.0%
School #26	2A	SFA	57.4%
School #3	2nd	CFL	56.3%

For the first administration, overall district passing rate on the ESPA in social studies was 53.6%. Fifteen of the 25 schools (60%) met or exceeded the benchmark of 55% and include:

- 8 of the district's 12* CES schools (Coalition of Essential Schools)
- 2 of the district's 9 SFA schools (Success For All)
- 2 of the district's 6* Comer schools (School Development Program)
- The district's AS school (Accelerated Schools)
- The district's CFL school (Community For Learning)

Results by Cluster

- Cluster I: 8 of 10 schools met the benchmark (80%)
- Cluster II: 6 of 11 schools improved (54.5%)

*Two Comer, 3 SFA, and 2 Coalition Schools do not house a fifth grade

*Only 1 Cluster IV school houses a fifth grade

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 2: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “student-centered” instruction. (*page 55 A-D*)

Language Arts Action Plan

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

Classroom teachers were provided with the technical assistance and support necessary to ensure that the proven language arts strategies listed under Strategy 1 would be implemented in an effective manner. Whole School Assessment Evaluations and anecdotal reports from principals, supervisors and teachers demonstrate improvement in a large number of classes. Teachers in need of support and practice will be targeted during the 2002-2003 school year.

In addition to the regular reading requirements, the District continued its required reading program. Students in grades 4-8 were required to read a minimum of five (5) novels and in grade 3, four (4) novels provided by the district. Subsequently, students were encouraged to participate in a variety of activities to demonstrate written and oral reviews of their readings (e.g. literature circles, discussions, writing prompts, open-ended questions, story maps, graphic organizers, enrichment projects). Supervisors observed classroom activities and instructional strategies related to the novels and provided feedback to individual teachers. Follow-up discussion was held at grade level meetings and successful strategies were shared. Anecdotal reports from teachers and students – especially students – also support the success of this activity. This program will be continued in 2002-2003 and further supported with the addition of 14,000 novels purchased with the Holt *Elements of Literature* adoption in grades 6-8. Additionally, a summer reading list with corresponding reading response activities were distributed to students. Students are expected to return summer assignments in September for teacher review.

District-prepared language arts assessments modeled on the ESPA and GEPA were administered monthly to 4th grade students and weekly to 8th grade students in selected schools. A comparison of the selected schools’ prior results with current year results and a comparison with the “non selected” schools’ results does not show a significant gain in achievement for the selected schools. Strategies to implement modification in instruction based on these assessments will be reviewed by the Assistant Superintendent of School Operations (Cluster II), principals, and language arts supervisor. Adjustments will be made to this strategy to enhance the utilization of these assessments.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 56,57 A-G)

	Successful	Unsuccessful
ESPA	X	
GEPA	X	

Implementation of Action Plan: Explanation of Success/Non Success

Students participated in the fourth and eighth grade Summer Enrichment Program for four weeks. The instructional emphasis was on literacy, mathematics and science. Students from across the city who were entering eighth grade were eligible to attend. Interdisciplinary projects/activities were identified and implemented during the course of the program. Supervisory staff conducted workshops for teachers participating in the program and provided coaching support.

The district continued to provide after-school ESPA/GEPA Preparation programs for students in grades 4 and 8. The curriculum focused on literacy, mathematics and science. Staff development was provided by content supervisors and support staff for all teachers participating in the After-School Enrichment Program. Support staff visited each of the programs during the sessions and provided mentoring and coaching support as well as materials for student/staff use.

A Reading Standards Committee was instituted to identify students in grades 1 and 5 who are reading 6 months or more below grade level and are in jeopardy of grade retention. The Reading Standards Committee developed reading standards aligned with the New Jersey Core Curriculum Content Standards for grades 1 and 5 as well as benchmark reading standards for grades 2 and 6. Students in grades 1 and 5 who fall below the established standards attended a special summer program and received additional tutorial and extended day services during the 2001-2002 school year. Teachers of grades 1, 2, 5, and 6 were provided with staff development on the standards and strategies to integrate them with language arts instruction.

The intervention tutor teachers for grades 2 and 6 received staff development and follow-up monitoring on strategies for implementing the district reading standards in small group instruction, interactive activities utilizing *Supporting Struggling Readers and Writers* and *Teaching the Youngest Writers*, assessment activities that drive instruction, and utilizing test data as a diagnostic tool to identify students' strengths and weaknesses.

The school year was extended from 180 to 195 days for students in kindergarten and grades one and two at targeted site-based district locations. The program emphasized the Core Curriculum Content Standards.

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 56,57 A-G)

The program consisted of 34 days of instruction and 5 days of staff training.

GEPA AFTER SCHOOL ENRICHMENT PROGRAM (2001-2002)						
	ATTENDED AFTER SCHOOL PROGRAM			DID NOT ATTEND AFTER SCHOOL PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	1032	583	56%	654	261	40%
MATH	1032	393	38%	654	191	29%
SCIENCE	1032	549	53%	654	280	43%
District Results (General Education) Language Arts 58.7% Math 40.0% Science 56.6%	Successful			Unsuccessful		
	Language Arts	Math	Science	Language Arts	Math	Science
	X	X	X			

Total District Passing
Rate Inclusive of
Bilingual and Special
Education

Language Arts 47.6%
Mathematics 32.4%
Science 47.5%

The totals (# tested, # passing) in the GEPA After School Enrichment Program (see table above) are inclusive of the general, bilingual and special education students who were in attendance

Student attendance (1032 students) was approximately 61% of all 8th grade tested students.

The following analysis can be cited:

Districtwide

- The passing percentages for the cohort of students who attended the after school program was 16% higher in language arts, 9% higher in math and 10% higher in science than for those who did not attend.
- In language arts, the passing percentages for the cohort of students who attended the after school program (56%) exceeded the total district passing rate (inclusive of bilingual and special education) of 47.6% by 8.4 percentage points.
- In language arts, the passing percentages for the cohort of students who attended the after school program (56%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (15.1%) Special Education (5.7%).
- In mathematics, the passing percentages for the cohort of students who attended the after school program (38%) exceeded the total district passing rate (inclusive of bilingual and special education) of 32.4% by 5.6 percentage points.
- In mathematics, the passing percentages for the cohort of students who attended the after school program (38%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (16.6%) Special Education (2.6%).

- F. In science, the passing percentages for the cohort of students who attended the after school program (53%) exceeded the total district passing rate (inclusive of bilingual and special education) of 47.5% by 5.5 percentage points.
- G. In science, the passing percentages for the cohort of students who attended the after school program (53%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (18.2%) Special Education (15.8%).

Schoolwide

- H. In language arts, the percent passing for the cohort of students who participated in the after school program at 17 of the 24 schools was higher than the percent passing for the cohort who did not attend at those schools. In mathematics, the percent passing for the cohort of students who participated in the after school program at 17 of the 24 schools was higher than the percent passing for the cohort who did not attend at those schools. In science, the percent passing for the cohort of students who participated in the after school program at 20 of the 24 schools was higher than the percent passing for the cohort who did not attend at those schools. Therefore, this program had significant impact on the increases in science scores from March 2001 to March 2002.
- I. In language arts literacy, GEPA scores in 6 of the 22 schools (27.3 %) increased from March 2000 to March 2001. Increases in the individual schools ranged from 33.7 to 2.4 percentage points.
- J. In mathematics, GEPA scores in 6 of the 22 schools (27.3%) increased from March 2001 to March 2002. Increases in the individual schools ranged from 16.6% to 0.5%.
- K. In science, GEPA scores in 13 of the 22 schools (59.1%) increased from March 2001 to March 2002. Increases in the individual schools ranged from 33.2% to 0.9%.

The following should be noted:

- L. NSW School – In language arts and in mathematics, the percent passing for the cohort of students who participated in the after school program was equal to than the percent passing for the cohort who did not attend.
- M. The cohorts of students who attended the programs at the Performing Arts Academy and BUILD Academy exceeded the district general education passing rate in language arts literacy, mathematics and science.

Please Note: The district analyzed the data of the after school program for each school. Individual reports were shared with each school to ensure that the after school program can be modified to meet student needs.

Strategy 3: Increase instructional time for elementary students thereby providing additional time for them to achieve mastery of the NJCCCS. (pages 56,57 A-G)

The program consisted of 36 days of instruction and 5 days of staff training

ESPA AFTER SCHOOL ENRICHMENT PROGRAM						
	ATTENDED AFTER SCHOOL PROGRAM			DID NOT ATTEND AFTER SCHOOL PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
LANGUAGE ARTS	1263	886	70%	692	412	60%
MATH	1277	623	49%	682	270	40%
<i>District Results</i>	Successful			Unsuccessful		
	Language Arts		Math	Language Arts	Math	
	X		X	X	X	

Total District Passing
Rate Inclusive of
Bilingual and Special
Education

Language Arts 70.0%
Mathematics 44.1%

The ESPA after school enrichment program totals (# tested, # passing) are inclusive of general, bilingual and special education students who were in attendance.

Student attendance (approximately 1270 students) was approximately 62% of all 4th grade tested students. This equals the attendance rate in the 2000-2001 school year.

The following analysis can be cited:

Districtwide

- The passing percentages for the cohort of students who attended the after school program was 10% higher in language arts and 9% higher in math than for those who did not attend.
- In language arts, the passing percentages for the cohort of students who attended the after school program (70%) equaled the total district passing rate (inclusive of bilingual and special education).
- In language arts the passing percentages for the cohort of students who attended the after school program (70%) was 2.9 percentage points less than the district general education passing rate of 72.9%.

- D. In language arts, the passing percentages for the cohort of students who attended the after school program (70%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (42.4%) Special Education (26.6%).
- E. In mathematics, the passing percentages for the cohort of students who attended the after school program (49%) was exceeded the total district passing rate (inclusive of bilingual and special education) of 44.1% by 4.9 percentage points; and equaled the general education passing rate (49%).
- F. In mathematics, the passing percentages for the cohort of students who attended the after school program (49%) was 0.1 percentage points less than the district general education passing rate of 49.1%.
- G. In mathematics, the passing percentages for the cohort of students who attended the after school program (49%) also exceeded the district passing rates of two sub-groups disaggregated: Limited English Proficient (32.2%) Special Education (23.1%).

Schoolwide

- H. In language arts, the percent passing for the cohort of students who participated in the after school program at 23 of the 30 schools was equal to or higher than the percent passing for the cohort who did not attend at those schools. In mathematics, the percent passing for the cohort of students who participated in the after school program at 17 of the 30 schools was equal to or higher than the percent passing for the cohort who did not attend at those schools.
- I. In language arts literacy, ESPA scores in 24 of the 30 schools (80%) increased from May 2001 to May 2002. Increases in the individual schools ranged from 41.7% to 0.6%.
- J. In mathematics, ESPA scores in 16 of the 30 schools (53.3%) increased from May 2001 to May 2002. Increases in the individual schools ranged from 40.7% to 0.7%.

Please Note:

The district analyzed the data of the after school program for each school. Individual reports were shared with each school to ensure that the after school program can be modified to meet student needs.

Section 2: TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

Strategy 4: Provide long-term developmental professional activities to Pre-K-Grade 2 teachers and instructional assistants. (page 58 A-D)

Early Childhood

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Interdisciplinary in-service training on the delivery of instruction that integrates literacy, math, science and social studies was provided to preschool and kindergarten teachers and instructional assistants. Workshops targeted language development, emergent literacy, classroom environments, learning center management, daily scheduling, lesson planning and various curricular areas (math, language, science, social studies, art, music, fine motor and gross motor skills). Workshops emphasized the curriculum, integration of the New Jersey Core Curriculum Content Standards, developmentally appropriate practices and student assessment.

Activities outlined in the Goals 2000 grant, as well as the Early Childhood Plan continue to be included in professional development initiatives. Additional workshops focus on preschool expectations, the development of exit criteria for these students, and a smooth transition into the primary grades by providing a seamless set of curricular objectives and activities.

The implementation of the ideas presented at the workshops was supported with visits to preschool centers and kindergarten classes. The visits showed a gradual transition to instruction that incorporated the demonstrated strategies. Kindergarten teachers continued to show steady progress in providing a more developmentally appropriate delivery of instruction and in the integration of curriculum areas throughout the day. The Early Childhood Department also continues to provide teachers with additional strategies for informal observation of children.

Master teachers visited the centers regularly and gave in-class support to teachers to align activities, curriculum and instruction to meet district standards and the NJCCCS, as well as the Early Childhood Expectations. Master teachers provided demonstration lessons to ensure the appropriate use of materials within the classroom environment. Support and mentoring of preschool teachers has been a focus for the past year.

EVALUATION OF STRATEGIES

(2b) TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 60 A-E*)

Cross-Curriculum

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The District provided in-service courses on implementing mathematics, reading, and writing skills for mathematics, English, science, and social studies teachers based on the N.J. Core Curriculum Content Standards by using a variety of strategies and practices including but not limited to:

- Creating content based open-ended questions and rubric scoring to improve the response to this type of item on the HSPA.
- Providing workshops on Holistic Scoring on essay writing. Rubrics were used as instructional tools to improve student writing.
- Providing training in the use of the new English textbook adoption (*Elements of Literature* – Holt, Rinehart, Winston)
- Providing training on interpreting test results (data) to develop competency in determining areas of student strengths and weaknesses. Interpretation of that data assisted in modifying instruction to improve student achievement
- Developing and implementing Professional Improvement Plans focused on instruction and improvement of student achievement
- Continuing specific training in the implementation of the five (5) Cross-Content Workplace Readiness Standards
- Providing training on the integration of timed-reading selections and writing prompts across the curriculum
- Providing intensive and extensive staff development to focus on delivery of instructional services aligned to mastery of HSPA reading, writing, and mathematics skills across departments and disciplines, specifically targeting grades 10 and 11 staff
- Continuing workshops by central office subject supervisors in modifying content based lesson plans to include interdisciplinary, reading and writing strategies to enhance student achievement.

Training was also provided to enhance interdisciplinary instruction related to the Core Curriculum Content Standards. The following examples were designed specifically for this purpose. Science, social studies, and health workshops incorporated strategies on helping students read content-based materials and respond to open-ended questions based on the HSPA format. Also, special education teachers, bilingual teachers and teachers from various disciplines were present during a full-day in-service devoted to strategies for teaching reading at the high school level. Opportunities for holistic scoring were offered primarily to English teachers, however, media specialists were also included. English teachers worked together to interpret scores from the HSPA. Additional training will include timed readings and writing prompts across the curriculum

A. Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 60 A-E*) continued:

Staff development workshops and seminars were held for English, mathematics, science, social studies and physical education staff to develop a plan that focused on strategies and activities to implement Core Curriculum Content Standards per content area and ensure HSPA success. In addition, inter-school and intra-school visitations of reading, writing, and math staff were initiated to provide time for improving and sharing standards-based classroom instructional lessons. Curriculum was developed for the Applications II and III classes to target students who demonstrate that they are at-risk for passing HSPA. This curriculum was deliberately cross-content in nature.

Two school visits were made to Passaic High School, a similar district which has demonstrated continued success in improving language arts scores on the HSPT/HSPA. Curriculum suggestions were made, a curriculum guide was shared, and resource materials that were deemed successful in improving scores were recommended. As a result, recommended workbook resources have been examined, ordered, and mandated as part of the Applications curriculum which remains under revision. The new resource materials will be implemented during the 2002-2003 school year.

The science, social studies and language arts departments collaborated to offer staff development to teachers in preparing open-ended questions, writing prompts and interdisciplinary thematic models. The models were coded to the standards. The academy system and the Career Learning Academies and Smaller Schools Grant (CLASS) gave teachers an opportunity to collaborate in the development of curriculum that reflects both the Core Curriculum Content Standards and the vocational theme addressed by each academy. Workshops were conducted with CLASS staff to develop interdisciplinary units for the academies. In addition, two academy theme-based portfolio committees were formed to begin the process of writing curriculum which integrates academy theme topics into the content area disciplines. This included a collaborative effort with the Department of Special Services to address academy offerings and inclusion for special education staff.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 61 A1-A4*)

Provide district and higher education in-service courses for mathematics teachers based on the N.J. Core Curriculum Content Standards and use of a variety of strategies and practices.

MATHEMATICS

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Extensive in-service courses were provided for all Applications Math III teachers. The 190-day program provided staff and students with strategies to succeed on the High School Proficiency Assessment.

Passaic County Community College allowed the district's ninth graders to use its facilities and ITV room on a daily basis. Lessons utilizing ITV were taught by expert teachers at Kennedy High School and transmitted to math teachers/classes at Eastside and Rosa Parks High School. Lessons emphasized the solving of open-ended questions. Observations by the Assistant Superintendent of Curriculum and Instruction, High School Department Chairpersons and the mathematics support teacher document that strategies shown via the ITV system were being implemented in the classrooms.

Staff attendance at conferences to enhance implementation of Core Curriculum Content Math Standards in daily instruction was encouraged. Conference attendees turn-keyed what they had learned beyond their respective schools to include all high school and math teachers. The Assistant Superintendent of Curriculum and Instruction observed as conference attendees turnkeyed workshop information to their peers. The Assistant Superintendent of Curriculum and Instruction subsequently observed strategies being utilized in the classrooms.

Math demonstration lessons were conducted at Eastside High School, Kennedy High School, Rosa Parks High School and the academies by the Assistant Superintendent of Curriculum and Instruction and the high school mathematics support teacher. Demonstration lessons took place in 11th grade classes prior to each administration of the HSPT/HSPA. Lessons were also shown on Cable TV Channel 72. The Assistant Superintendent of Curriculum and Instruction and the high school mathematics support teacher observed demonstration lesson strategies being utilized in the classrooms.

The High School Proficiency Assessment was administered for the first time in March 2002. It should be noted that Paterson ranks 2nd (50.8% passing) in District Factor Group "A" (12 largest districts in New Jersey).

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 62*)

Language Arts

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

District in-service courses were provided for Language Arts teachers, based on the NJ Core Curriculum Content Standards and in the use of a variety of strategies and practices: These included:

- Providing extensive in-service for Applications Language Arts III teachers.
- Providing each teacher with detailed instruction by Cluster III Language Arts Supervisor.

Topics addressed included:

- Student-centered instruction.
- Deconstructing Open-ended questions.
- Appropriate response to a picture prompt.
- Use of journal writing as a pre-reading strategy.
- Use of charts and graphic organizers for reading and writing.
- Use of visual cues (e.g., color) to analyze, self-edit, and peer-edit written responses.
- Use of supporting evidence which includes quotations from text.
- Using teacher modeling as part of routine reader response and writing instruction.
- Creating appropriate rubrics for scoring individual assignments.
- Balancing oral and silent reading time in the classroom.
- Use of Socratic seminars and other questioning strategies.

Every English teacher in the district, the majority of special education teachers, the majority of bilingual teachers, and administrators responsible for observing English teachers were provided with a full-day in-service that focused on both the reading and writing processes. The in-service deliberately utilized appropriate professional texts, charts, graphic organizers, and especially numerous student and teacher-generated model responses to promote analysis and understanding of criteria-based expectations and rubrics as they pertain to open-ended responses and persuasive essay and picture prompt essay responses. Pre-reading, during-reading, and writing process strategies were specifically selected on the basis of their demonstrable applicability to HSPA based reading and writing tasks. Useful “tried and true” techniques were explained and demonstrated to help teachers understand expectations so they could provide meaningful instruction on targeted aspects of all three types of written responses. The predominant emphasis was on modeling written responses, usually with the help of visual cues (such as color) in order that teachers could equip students with the concrete “hooks” they need to engage successfully in the final stage of the writing process – i.e., meaningful, criteria based reflection of their own written work.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 1: Provide staff development focusing on strategies and activities to implement Core Curriculum Content Standards and ensure that instruction is aligned to the standards (*page 62*) continued

In addition, the whole-day workshop also re-emphasized the importance of long-range literacy goals by continuing to promote Literature Circles. Also, a consultant presented techniques for using Socratic questioning as a means of promoting critical thinking in the course of discussions about reading. School media personnel were also used as resources to acquaint staff with internet-based data bases and to demonstrate how current persuasive text sources can promote literacy growth and help improve HSPA scores. Items not mentioned in formal staff development sessions were covered during school visits, which occurred on a weekly basis at minimum.

Classroom observations by the Language Arts Supervisor and English Department Chairpersons confirm that strategies taught during staff development sessions are being utilized in the classroom. Given sets of essays that need to be scored holistically, teachers utilized copies of the rubric and have internalized scoring procedures. Similar success is evident when monitoring teachers' creation and scoring of open-ended questions. Examination of student samples submitted in response to Instructional Monitoring evidence compliance with: implementation of reading strategy, use of open-ended assessments, emphasis on students' reflective comments critiquing their own writing on the basis of rubrics.

The High School Proficiency Assessment was administered for the first time in 2002. In Language Arts Literacy, 69.6% of students passed the test. Rosa Parks High School's passing rate of 93.9% exceeded the state standard of 85%.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 2: Continue partnerships with area colleges and universities to offer students more opportunities to improve their skills in order to pass the HSPT/HSPA (page 64 A-G)

Math, Language Arts and Science Action Plan

Successful	Unsuccessful
X	

. Implementation of Action Plan: Explanation of Success/Non Success

District staff provided students with tutoring opportunities in mathematics and language arts at Passaic County Community College.

The partnership with Passaic County Community College and Ramapo College in the PANTHER Project (Paterson and NASA Together For High Expectations and Results) was implemented in October 2001. Students participated in this Saturday program during the 2001-2002 school year and began a four week summer session in July 2002. The PANTHER Project is a result of a collaboration between the Paterson Public Schools and Passaic County College. The grant was funded by NASA and was designed to encourage students to become involved in science and mathematics. During the school year, students attended Saturday sessions at Passaic County Community College and studied Astronomy, Space Science, Computer Technology and Mathematics. This program included a number of science and math related field trips and workshops. The program is designed to prepare students for the high school experience by introducing them to science and math projects during the summer of 2002.

The partnership with Ramapo College and the STEM/ROOTS Program at Kennedy High School was continued. The program involved 8th grade students in a pre-high school science program which focused on project development and problem solving. Also continued was the partnership with UMDNJ for the HARP students. Students from the HARP Academy received instruction in a number of certification programs endorsed by UMDNJ. A partnership between William Paterson University is also ongoing (PT4T). Paterson Teachers For Tomorrow, which takes place at Rosa Parks, Eastside, and Kennedy High Schools, provides opportunities for students to participate in a summer institute at the university.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *(Page 65 A1-A11)*

A. Provide technical assistance and support to High School Administrative Teams and Teaching Staff to improve student achievement.

Cross Curriculum

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The role(s) of Department Chairpersons was reviewed and modified to rigorously develop, implement and monitor strict standards-based pedagogical reading and writing strategies across disciplines, focusing on student-centered activities and outcomes. To this end, Department Chairpersons scheduled regular meetings to develop tasks, interdisciplinary assignments and staff development sessions that addressed the HSPA (e.g., writing essays, science labs/reports, open-ended questions, social studies reports, etc.) All department chairpersons were required to make daily classroom observations to ensure that teachers were including open-ended questions, writing prompts, and timed reading in their lessons. Department Chairpersons also ensured that their teachers’ PIPs addressed the improvement of HSPA skills and alignment of classroom instruction to the Core Curriculum Content Standards

The district High School Coordinator regularly met with high school principals, subject supervisors and department chairpersons to monitor the implementation of mathematics, reading and writing strategies. Educational leadership teams were organized to plan, implement and monitor instruction (Vice Principal, Department Chairpersons, content area supervisors). Principals at Eastside High School and John F. Kennedy High School participated in several meetings with the State District Superintendent and the District High School Coordinator to review district and building level expectations and goals. Additionally, vice principals with expertise and knowledge in content specific and interdisciplinary, reading and writing strategies increased their instructional leadership role across disciplines

Strategies to improve student achievement also included:

- Intensive monitoring of 11th grade student attendance.
- Disaggregation of student attendance at each comprehensive high school and in the various academies.
- Increased monitoring of instructional time by building level high school and central office high school level personnel increased.
- Training in Holistic Scoring, reading and writing strategies.
- Revision of scheduling patterns. Every opportunity was taken to increase “common planning” times for teachers across disciplines and within individual departments, specifically for grade 11 and grade 10 staff.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *(Page 66 Cross Curriculum 1-6)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Cross Curriculum

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

At the onset of the school year, all 11th grade students were scheduled into reading, writing, mathematics courses that focused and built on what the students are “able to do” in relationship to their performance on the Standards Proficiency Assessment (SPA). The instructional focus concentrated on teaching skills aligned to the CCCS with a specific emphasis on “active teaching” and student involvement. Teachers and students were taught how to write, how to score and to solve open-ended response type questions.

Timed reading was provided in content areas. Supervisors’ observations of classrooms where teachers had been trained in the use of open-ended questions indicated that teachers were making some use of this technique. Students were provided with the opportunity to assess their responses to open-ended items/essays, and to score other students’ responses (i.e., self and peer critiquing) to improve the responses to this type of item on tests. Science and social studies teachers assigned reading selections and writing prompts throughout the year.

District made mathematics quizzes were administered. Instruction was based on the results of the weekly quizzes. Interim assessments (mid-year) of student performance were developed in math, language arts, science, and social studies. Results were used to determine progress and to modify instruction to meet student needs in grade 11. Midterm exams represented 1/10th of the final grade.

A greater emphasis on reading and writing across the curriculum is evident in lesson plans and assessment. Strategies that encouraged active learning included student participation in literature circles and writing workshops where students were encouraged to revise and edit their compositions. Many students also participated in city-based writing contests that motivated them (with prizes) to do their best work.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*page 66-67 Mathematics 1-9*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Mathematics

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Classroom sets of calculators (TI 83's) were purchased for students in grades 9-12. New and updated math HSPA software was purchased from Instructivision. This program is aligned with the Core Curriculum Content Standards and had a significant impact on student learning.

Open-ended questions were infused into weekly math lessons. Multiple-choice and open-ended quizzes (developed and scored by the Assistant Superintendent of Curriculum and Instruction and high school math support teacher) were administered to all 11th graders. Results and data analysis of the weekly quizzes were distributed to staff and students enabling instruction to be adjusted and modified as needed. Students were directed to complete the open-ended questions first on the HSPT/HSPA. Students were required to follow this strategy beginning in October 2001. Mathematics TV shows were produced two times per week and shown on cable channel 72 at least 8 hours per week. These shows highlighted HSPA, GEPA and ESPA math skills. The Superintendent of Curriculum and Instruction and high school math support teacher wrote and produced the shows.

The District sponsored the first “North Jersey Robotics Competition. Students learned and applied HSPA skills in addition to higher order thinking skills and “hands-on” application of standards in completing their projects.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 67-68 Language Arts 1-5*)

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Language Arts

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Student centered instruction was emphasized. Instructional opportunities were designed and instituted to allow students to demonstrate “what they know” and “what they are able to do”. These included project based activities (booklets, portfolios and critiques of authors, etc.), using rubrics to assess their work, and journal writing to reflect and document their learning. Other curriculum modifications included mini-lessons in language-based areas (i.e., sentence structure, usage and mechanics), strategies for increasing thinking and writing skills and the importance of revising and editing.

Evidence that “active teaching” is happening lies in the number of classrooms where students are moving quickly to tasks because they know with little to no prompting what is expected of them. Observations indicate that more group work is taking place, and that teachers understand the concept of conferencing better than ever. Moreover, teachers seem willing to identify those students who are “out of the box” when it comes to the lesson they are trying to teach and to try to find alternative means of reaching those students—even if it means consulting with one another and/or their supervisors to do so. “Student centered” instruction is also evident in the amount of group work that is being done, as well as in the growth of the use of literature circles as a classroom strategy for making reading rewarding. Finally, curriculum has been developed for Applications II and III classes that stress Literature Circles, Writing Workshop, and Directed Reading Instruction based on Grant Wiggins’ model for curriculum success.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. *(Page 69 Social Studies 1-7)*

B. Implement curriculum modifications to strengthen the alignment and implementation of classroom instruction and assessment to standards

Social Studies

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Workshops were conducted on three days for teachers of United States History I, II and World History respectively. The workshops focused on the integration of improving performance on open-ended questions through the use of social studies content. Teachers submitted student samples on a monthly basis to the social studies supervisor. Through the review of the reading selections, teachers monitored the improvement of student reading ability. Along with the emphasis on reading (and higher order thinking skills), the social studies department also continued to utilize alternate forms of assessment such as portfolios, essays, and project learning methods into everyday lessons. Through the use of assessment types, the social studies department has continued to emphasize higher order thinking skills on an ongoing basis. Midterm and final exams were also created and implemented during the school year. Exams mirrored the format of the HSPA.

When the revised New Jersey Core Curriculum Content Standards are finalized, the process of curriculum revision will begin in grades 9-12.

Students participated in challenging competitions such as Academic Decathlon and National History Day. Paterson Public Schools won more awards than any district in the state. The involvement of students in academic competition and academic success are precursors to their ultimate success in life.

DEPARTMENT OF SOCIAL STUDIES/CONTEST PARTICIPATION

Contest	Number of Juniors or Seniors Competing	Number Passing the HSPA
National History Day	30	30
Academic Decathlon	10	10

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 3: Strengthen the alignment of classroom instruction and assessment with the Core Curriculum Content Standards. Emphasize “active teaching” and “student centered” instruction. (*Page 69-Science 1-6*)

Science

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The District continued to explore programs and projects offered by colleges and other institutions. Identified high school students served as mentors in the Camp Vacamas Outdoor Education Program and participated in the Living Classroom Program.

Department Heads and the Supervisor of Science continued to monitor classroom instruction and to provide demonstration lessons to ensure delivery of “active teaching” incorporating “student centered” science activities. Weekly reading/writing activities were assigned in all science classes

The District continued to offer the current student program activities, but also included modeling of the Ramapo Offers Opportunities to Students and the Science, Technology, Engineering and Math (“ROOTS – STEM”) project. ROOTS/STEM academies focus on science and math.

Observations by Department Heads and the Supervisor of Science document that there was clearly an emphasis on “student centered” and “active teaching” instruction. Events such as the school science fairs, the Robotics competition and the districtwide Math/Science Fair provided evidence that this strategy was effective in contributing to raising test scores across disciplines. In addition to the District fair held at Passaic County Community College, math/science fairs were held in the schools.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 73 A1-A3*)

Explanation of Success/Nonsuccess:

The Ten Day Summer Program had a positive impact on the March 2002 testing results. The following analysis can be cited:

- In both of the areas tested the passing percentages for the cohort of students who attended the program were higher (language arts +25., math +11) than for the cohort of students who did not attend the program.*

EFFECTIVENESS OF 10 DAY SUMMER PROGRAM DISTRICT RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
DISTRICT LANGUAGE ARTS	682	378	55%	41	12	29.3%
DISTRICT MATH	681	287	42%	42	13	31.0%
	Successful			Unsuccessful		
	Language Arts X	Math X		Language Arts	Math	

March 2002 HSPA

Language Arts 69.6%
Mathematics 52.2%

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 73 A1-A3*)

At Kennedy High School, in both of the areas tested the passing percentages for the cohort of students who attended the program were higher (language arts +42.7, math +24.3) than for those who did not attend.

EFFECTIVENESS OF 10 DAY SUMMER PROGRAM KENNEDY HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Language Arts	320	178	56%	15	2	13.3%
Math	321	164	51%	15	4	26.7%
	Successful			Unsuccessful		
	Language Arts		Math	Language Arts		Math
	X		X			

At Eastside High School, in both of the areas tested, the passing percentage for the cohort of students who attended the program was higher (language arts +24.8%, math +8)) than for those who did not attend.

EFFECTIVENESS OF 10- DAY PROGRAM EASTSIDE HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Language Arts	297	139	47%	9	2	22.2%
Math	294	81	28%	10	2	20%
	Successful			Unsuccessful		
	Language Arts		Math	Language Arts		Math
	X		X			

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 5: Institute a 10 day summer session for incoming juniors to emphasize student centered instruction (*page 73 A1-A3*)

- At Rosa Parks High School, students who attended the program exceeded the State's standard in language art. All students attended the program.

EFFECTIVENESS OF 10-DAY PROGRAM ROSA PARKS HIGH SCHOOL RESULTS						
	ATTENDED 10 DAY SUMMER PROGRAM			DID NOT ATTEND 10 DAY SUMMER PROGRAM		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Language Arts	65	61	94%	0		
Math	66	42	64%	0		
	Successful			Unsuccessful		
	Language Arts		Math	Language Arts		Math
	X		X			

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 4: Restructure the HSPA student support and tutorial programs to emphasize “active teaching”, “student centered” and “individualized” instruction. (*Page 71 A-C*)

Science

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Students were provided with a district mandated tutorial Saturday program reinforcing reading, mathematics, and writing HSPA skills for all Grade 11 students and those Grade 12 students who have not passed all three sections of the HSPA.

The program:

- Provided HSPA support for 11th Grade students incorporating proven strategies that have yielded increases in HSPA scores. Quantifiable data analysis procedures will be employed to monitor students experiencing success.
- Provided parent/student conferences for non-participating students and students with excessive absences to discuss the importance of attendance. These students will receive additional supplemental instruction (in addition to Applications classes) during the school day as often as scheduling allows.
- Used HSPT cluster analysis to provide data driven feedback to better effect instructional decisions.
- Provided all 11th Grade students with a reading, writing, and mathematics supplemental program at the onset of the school year.

HSPA student support staff were provided with content-based curriculum and “resource packages” to better prepare 11th grade students for HSPA. Classroom instruction was monitored to ensure emphasis on student centered activities and standards based lessons. Instruction will include use of timed readings, writing prompts and open-ended questions.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 5: Institute a 10 day extended session for incoming juniors to emphasize student centered instruction (*page 73 A1-A3*)

10-Day Extended Session

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The school year was extended from 180 days to 190 days for all juniors. The extended 10-day program begins in August (2001). This extended year program focused on delivering HSPA related experiences to assist our students in passing the test. Use of writing prompts, open-ended items/essays, and timed reading selection materials was the focus of the curriculum.

Each Application of Math III teacher and each Application of Language Arts teacher at the August workshop was provided with a revised math /language arts curriculum and “resource package” to better prepare the juniors for the HSPA.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 6: Develop and implement Alternative Education Programs/Small Learning Communities (*page 74-75*)

Alternative Education Programs/Small Learning Communities

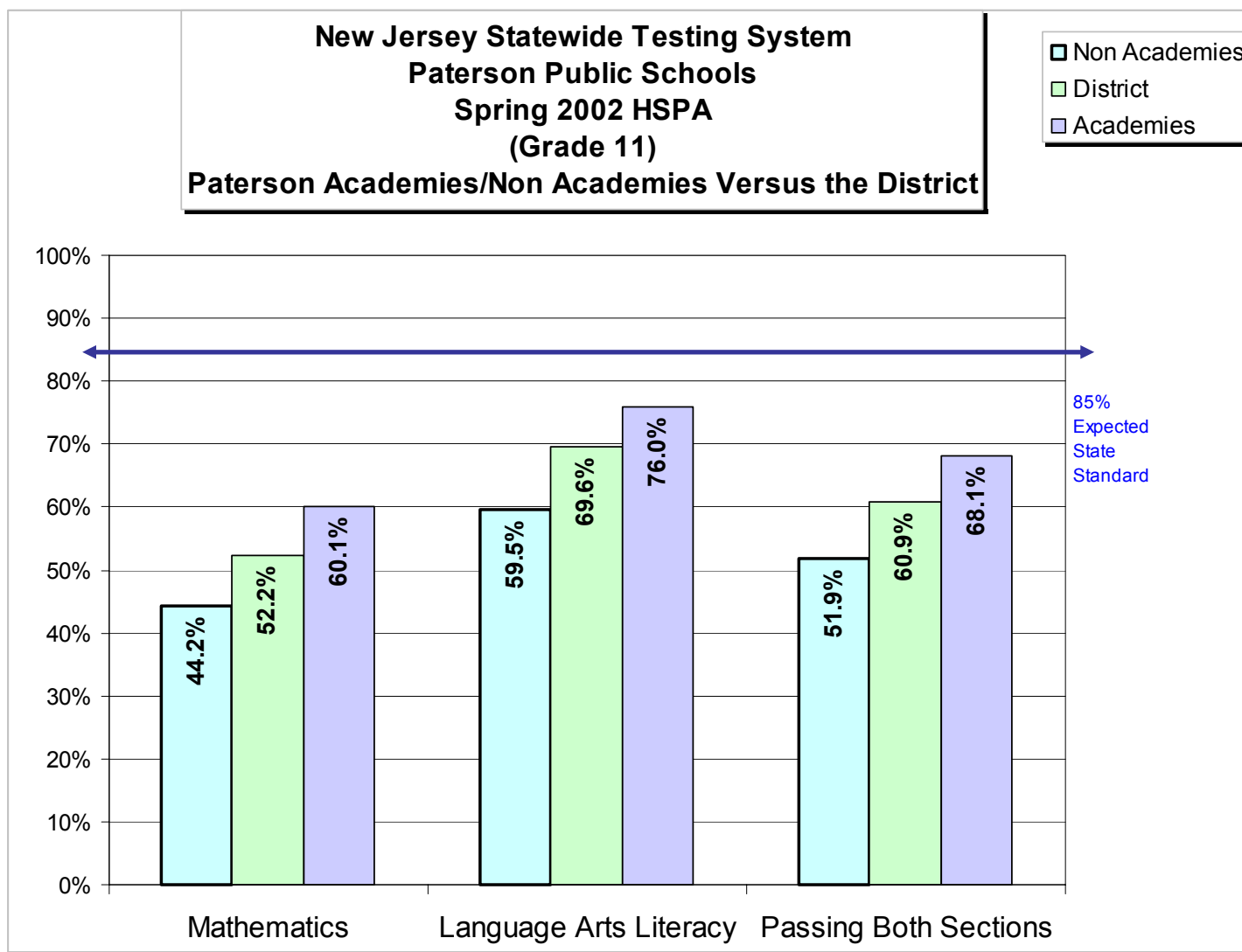
Successful	Unsuccessful
X	

Three new academies opened in 2001-2002: Bringing Real Art Vision and Opportunity, International High School, and the Eastside Café. The District continued to offer programs in our previously existing academies. During the 2001-2002 school year, the District continued to implement its three-year U.S. Department of Education Smaller Learning Communities grant.

As can be seen in the chart and graph that follow, the passing rate of academy students on the HSPA, when taken as a group, exceeds that of the District high school population as a whole.

- The aggregate scores in mathematics for the academies/small learning communities exceeded the district average by 7.9 percentage points and the non-academy student average by 15.9 percentage points.
- The aggregate scores in language arts literacy for the academies/small learning communities exceeded the district average by 6.4 percentage points and the non-academy student average by 16.5 percentage points.
- Students passing both sections in the academies/small learning communities exceeded the district average by 7.2 percentage points and the non-academy student average by 16.2 percentage points.
- In 6 of the 10 academies, HSPA scores were higher than the district population as a whole in language arts (HARP, MPACT, ROOM, PSA, STEM, GLASC). MPACT, STEM and GLASC exceeded state standards.
- In 4 of the 10 academies HSPA, scores were higher than the district population as a whole in mathematics (HARP, MPACT, STEM, Communications).STEM exceeded state standards.

HSPA March 2002			
	Academy % Passing	District % Passing	Difference
Language Arts	76.0%	69.6%	+6.4
Mathematics	60.1%	52.2%	+7.9
Both Sections	68.1%	60.9%	7.2



The passing rate of academy students on the HSPA, when taken as a sub group, exceeds the performance of non-academy students and that of the District high school population as a whole.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 6: Develop and implement Alternative Education Programs/Small Learning Communities (*page 74-75*) continued:

Three new academies opened in the 2001-2002 school year.

- **Bringing Real Art Vision and Opportunity (BRAVO)** is located at John F. Kennedy High School. BRAVO provides a curriculum focused on the arts and enables students to meet and surpass national and state arts standards. The curriculum provides an interdisciplinary approach, that combines the arts with other content areas. Strong emphasis is placed on multicultural awareness and hands-on technological training. Students are exposed to current careers related to art vocations and as well as preparation for a college education.
- **International High School** (Main Street) provides a world-class comprehensive education. Students learn in an environment that respects diversity, maintains high academic standards and provides a full range of academic subjects infused with technology. The International High School prepares its graduates for higher education and a career within the global economy. The International High School is committed to the following educational principles: celebrating and studying cultural diversity, producing students conversant in world languages, utilizing the city as a living laboratory, and developing local/international college, university, business, and community partnerships.
- **The Eastside Café** is a culinary arts program that mirrors the Westside Café, a program described in previous annual reports. Sharing time between Eastside Café and the classroom, the curriculum operates on a multi-disciplinary approach. Students receive reinforcement and training in functional academics, pre-vocational and vocational instruction, cognitive and social development, along with work opportunities. Students also work in all disciplines of the Core Curriculum Content Standards. Students have an opportunity to understand through hands-on participatory tasks, the importance of these subjects.

. The Innovative Academies also included the following high school programs in 2000-2001:

- **BTA – Business and Technology Academy** (Eastside High School) provides students with various skills necessary to compete in an evolving high-tech global marketplace. BTA offers an integrated curriculum supported by a variety of activities and allows students to take their general education requirements, while providing a number of business electives and cooperative learning activities to explore career paths. Students are also exposed to career options that require no post-secondary education, as well as professions that require specialized training, post-secondary studies and/or graduate studies.
- **BTM – Business Technology and Marketing Academy**, located at Kennedy High School is a partnership between the Business Technology and Life Management Skills Departments. The BTM Academy consists of three career pathways: Business Technology, Fashion Merchandising, and Restaurant Management. These pathways encourage students to study subject matter and gain the marketable skills needed to prepare for post secondary education and/or enter the workforce. During senior year, BTM students have the opportunity to participate in related Cooperative Education Work/Study programs, giving them a real school-to-work experience.
- **CISCO Networking Academy** at Eastside High School is an innovative program that caters to careers in the field of telecommunication-technology. The CISCO Networking Program is designed to empower students with the necessary education and training to successfully complete the requirements to become a Certified Computer Network Associate (CCNA). Students will be offered internships, mentor programs, and on the job training with local partners and organizations
- **Communications Academy** (Kennedy High School): offers students hands-on opportunities to communicate and to learn. Students prepare for college and careers while choosing from electives like Mass Media, CAST/TV Production, Journalism, and Web Publishing. CAST students learn how to create TV shows in a state of the art production studio.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 6: Develop and implement Alternative Education Programs/Small Learning Communities (*page 74-75*) continued:

- **EARTH – The Environmental Academy for Research, Technology and Health** (Eastside High School). Develops student knowledge, understanding and appreciation for the environment, community and natural surroundings. E.A.R.T.H. integrates an interdisciplinary approach to subject matter; emphasizing problem solving and project based activities, as well as creating a coherent relevant understanding of the world of our students.
- The **Garrett Morgan Transportation Academy** (137 Ellison Street). Students participate in an innovative curriculum infused with state of the art technology, service to their community, and a variety of career exploration modules in the transportation and technology fields. The academy offers a rigorous college preparatory curriculum with an emphasis on the development of oral communication skills, writing, and critical thinking skills. The unique partnership between the Paterson Public School District and the New Jersey Community Development Corporation offers students an opportunity to share in the vast resources and programming of a large non-profit agency, while at the same time gaining the benefits provided by the public school system.
- **HARP – Health and Related Professions Academy** (Main Street) is for students interested in a career in health and related professions. Freshmen are introduced to a variety of health career options, as well as topics such as medical ethics, professionalism and basic anatomy. HARP's partnership with the University of Medicine and Dentistry of New Jersey provides the opportunity for upperclassmen to earn college credits in pre-med courses. An affiliation with St. Joseph's Hospital offers these college-bound students real-life experience in various hospital units. Allied Health classes train students in basic phlebotomy and EKG skills, preparing them for entry-level positions in hospitals, clinics and medical offices. This is done in conjunction with meeting the requirements of the Core Curriculum Content Standards in all disciplines.
- The **Metro Paterson Academy for Communications and Technology (MPACT)** is an academically intensive high school program located in the heart of downtown Paterson that prepares students for college. Through a multi-dimensional curriculum and an extended day program, students learn about urban planning and design, communications and technology, entrepreneurship and economic development, research skills, and problem-solving and project management
- **Montclair State University Pre-Collegiate Teaching Academy** (137 Ellison Street), a comprehensive high school academy developed in conjunction with Montclair State University College of Education and Human Services, is primarily designed to prepare students for college, with special emphasis on preparing students who envision teaching as a career. Incoming students participate in the Summer Bridge Program, which is co-taught by MSU faculty and held on the university campus.
- **Paterson and NASA Together for High Expectations and Results (PANTHER ACADEMY)** housed at 60 Temple Street, is a rigorous math, science and technology academy program created in partnership with the National Aeronautics and Space Administration (NASA). Among its unique attributes, the PANTHER project provides students with paid work experiences, builds on an existing math, science, and technology partnership between the Passaic County Community College and the Paterson Public School District, and involves parents throughout all aspects of the program activities.
- **ROOM - Renaissance of the Open Mind** (Eastside High School). Allows students to explore interests in art, dance, music and/or drama. ROOM offers students the opportunity to research and study the many careers in the field of fine arts. Whether dancing or choreographing, acting or directing, and/or designing or cartooning – ROOM provides the outlet for the student to explore his or her creativity and imagination.
- **Silk City Academy:** One of Paterson Public Schools' largest academies, Silk City is a self-contained, off-site academy housed within its own building in the downtown area. Although it offers many varied programs, some of note include A+ certification for Computer Service Technicians; coursework in desktop publishing and graphic design; Communications technologies and other programs offered throughout Paterson at its other academies.

Section 2A: TECHNICAL ASSISTANCE AND SUPPORT TO SECONDARY SCHOOLS

Strategy 6: Develop and implement Alternative Education Programs/Small Learning Communities (*page 74-75*) continued:

- **STARS Academy (Students Transitioning and Achieving Real Success)** (175 Main Street) is geared to meet the challenge of training special needs students to have the skills necessary to find and maintain employment after graduation. Students are offered the opportunity to work in a variety of settings in the community and learn how to function in the business world.
- **STEM – Science, Technology Engineering and Math** (Kennedy High School): This honors academy is steeped in science and mathematics. STEM’s philosophy is to make academic work very vigorous so that students will be ready to meet the challenges of college. All students in the STEM academy are scheduled for a nine period day every year that they are in high school
- **Special Education Innovative Academy (Westside Café)** is a culinary arts program housed at Kennedy High School. It trains students in planning, preparing, and serving meals. Students share their time between Westside Café and the classroom. Students work in all disciplines of the core curriculum content standards and receive reinforcement and training in all functional academics, pre-vocational and vocational instruction, cognitive and social development and work opportunities.

SECTION III

URBAN EDUCATION REFORM REGULATIONS

WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL**	STATUS & BARRIERS (2002-2003)
# 1	E	K-6	2A Cohort	CES	3rd year of implementation
# 2	E	K-8	1 st Cohort	SFA	5 th year of implementation
# 3	E	1-8	2 nd Cohort	CFL	4th year of implementation
# 4	M	5-8	2A Cohort	Co-Nect	3rd year of implementation
# 5	E	1-8	3 rd Cohort	CES	2nd year of implementation
# 6	E	K-8	1 st Cohort	SFA	5 th year of implementation (3 rd year of Math Wings)
# 7	M	5-8	2 nd Cohort	CES	4th year of implementation
# 8	E	K-8	2A Cohort	Comer	3rd year of implementation
# 9	E	K-8	2A Cohort	CES	3rd year of implementation
#10	E	K-8	2A Cohort	CES	3rd year of implementation
#11	E	1-8	3 rd Cohort	CES	2nd year of implementation
#12	E	K-8	1 st Cohort	SFA	5 th year of implementation
#13	E	1-8	1 st Cohort	MRS	5 th year of implementation
#14	E	1-4	3 rd Cohort	CES	2nd year of implementation
#15	E	K-8	1 st Cohort	MRS	5 th year of implementation
#16	E	1-4	3 rd Cohort	CES	2nd year of implementation
#17	E	1-4	1 st Cohort	SFA	5 th year of implementation
#18	E	1-8	2A Cohort	CES	3rd year of implementation
#19	E	K-4	2A Cohort	Comer	3rd year of implementation
#20	E	K-8	2A Cohort	CES	3rd year of implementation
#21	E	K-8	1 st Cohort	SFA	5 th year of implementation (3rd year of Math Wings)
#24	E	K-8	2A Cohort	CES	3rd year of implementation
#25	E	K-8	3 rd Cohort	Comer	2nd year of implementation
#26	E	K-8	2A Cohort	SFA	2 nd year of implementation (1st year of Math Wings)
#27	E	K-8	1 st Cohort	AS	5 th year of implementation
#28	E	PK-4	1 st Cohort	Comer	5 th year of implementation

WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

continued

SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL**	STATUS & BARRIERS
#29	E	K-4	1 st Cohort	SFA	5 th year of implementation (4th year of Math Wings)
DALE	E	K-1	1 st Cohort	Comer	5th year of implementation
EWK	E	K-4	2A Cohort	SFA	3rd year of implementation
MLK	E	K-8	2A Cohort	CES	3rd year of implementation
NSW	E	1-8	1 st Cohort	Comer	5 th year of implementation
RC	E	1-4	1 st Cohort	SFA	5 th year of implementation (3 rd year of math wings)
AHA	E	K-6		CES	In Process
RPHS	S	9-12	3 rd Cohort	CES	2nd year of implementation
JFK	S	9-12	3 rd Cohort	CES	2nd year of implementation
EHS 9 th Grade Prep	S	9	3 ^A Cohort	Talent Development	1st year of implementation
EHS	S	10-12	3 ^A Cohort	Talent Development	Transition Year

- E=Elementary, M=Middle, S=Secondary

** CES=Coalition of Essential Schools, CFL=Community For Learning, SFA=Success For All, MRS=Modern Red Schoolhouse, AS=Accelerated Schools

Section 3: URBAN EDUCATION REFORM REGULATIONS

STRATEGY 1: Proceed/continue to implement Whole School Reform models adopted by each school in the district in three stages. Cohort I (13 schools) began implementation in the 1998-1999 school year. Cohort II (2 schools) and Cohort IIA (12 schools) began implementation in the 1999-2000 school year, and Cohort III I began implementation in the 2000-2001 school year.

<i>Whole School Reform</i>	
Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

A series of roundtable discussions was held with Whole School Reform developers and key district staff to increase student achievement and align each Whole School Reform models' curriculum with the ESPA and GEPA. Topics include sharing of data, staff development, monitoring of models, alignment of models with district goals and the district's Strategic Plan, and model evaluation.

Booklets were distributed to central office personnel, schools, and model developers at each roundtable meeting. Booklets included data on district benchmarks, results by Whole School Reform model/cohort on the Standards Proficiency Assessment (SPA) for grades 3, 7, and 9 and the New Jersey Proficiency Assessment of State Standards (NJPASS) for grades 1, 2, 5 and 6. Results were also distributed for both the Elementary School Proficiency Assessment (ESPA) and Grade Eight Proficiency Assessment (GEPA). High School booklets included High School Proficiency Test (HSPT) results for the three comprehensive high schools and the academies.

As a direct result of the roundtable discussions with the superintendent and central office personnel, model developers and facilitators began the process of looking at data from district and statewide assessments. For example, subsequent to these roundtable meetings with the superintendent and central office personnel, Success For All Facilitators analyzed data from the 2000-2001 NJPASS results for grades one and two to determine students' areas of greatest need. Based on this data, a skills plan for ESPA was developed for the school. Future implementation visits to schools will include a review of the following data:

- School results on ESPA 2001.
- Mid-year practice ESPA 2002.
- Item response records from NJPASS 2001.
- Weekly Team Score Sheets with the Reading Comprehension Skill from September to present.
- Eight Week Summary Forms from the teachers.
- Student assessment folders with current Eight Week Assessments.

Central office staff provided assistance to all schools to ensure that the implementation of their Whole School Reform model proceeded smoothly and was successful. Toward that end, the Office of Whole School Reform facilitated SMT training sessions and coordinated WSR activities with the district office and the developers. Guidance was given to SMT members in alignment of instructional practices and materials to both the model components and the district's Strategic Plan, testing and assessment procedures, data analysis, and understanding the Abbott decision and the demands it makes when implementing WSR. Data was collected at the school site relating to the accountability plan, strategic plan, and early childhood program plan to verify the effectiveness of the chosen WSR model.

Section 3: URBAN EDUCATION REFORM REGULATIONS

Strategy 2: Continue to explore Whole School Reform models. Cohort III (high schools) continued implementation in the 2001-2002 school year (*page 85 A-C*)

Whole School Reform

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

Central office staff provided assistance to all schools to ensure that the process of selection and implementation of a WSR model proceeded smoothly and was successful. The district continued to develop guidelines for the role of central office staff in the area of WSR selection and implementation. A committee composed of representatives of all stakeholders (principals, SMT chairpersons, and WSR facilitators) met to discuss the role of central office staff in providing more direct services to the high schools.

Training was continued for the SMT's to develop an understanding of the Abbott decision and the demands it makes when implementing WSR.

- Assistance in the coordination between technology and curriculum via the technology plan and the technology coordinator, facilitators, dropout specialists and Health and Social Services coordinator.
- Assistance by the technology coordinator in the coordination between technology and curriculum via the technology plan and provided leadership and technical assistance to schools to support the district's use of technology for instruction, communications, and management.
- Assistance by facilitators in the implementation of the school's chosen model and the alignment of the model, district initiatives and the New Jersey Core Curriculum Content Standards.
- Examination of the alignment of the CCCS to each WSR model and development of a matrix
- Meeting with developers to ensure that each WSR model appropriately prepares our students for the HSPT/HSPA.
- Scheduling and maintaining reduced class size ratios
- Monitoring the attainment of needs required under Abbott.
- Helping schools become independent by empowering the SMT members to become resource people to all stakeholders.

Central office forwarded all communications concerning WSR to the building principal as well as to the facilitators, and SMT chairpersons. Central office staff also worked with the high schools in the following ways:

- Ensured that all SMT members received all communications relative to WSR, Abbott and school/governance matters
- Facilitated all SMT training sessions and coordinated WSR activities with the district office and the developers. These included but were not limited to exploration sessions, preliminary training, setting-up visitations to other model sites, planning simulations, reviewing materials and supplies needed for the model and assessing the WSR models "fit to each school".
- Contacted developers and arranged forums so that ideas were presented to the staff and to the parents for Cohort III. This activity may have involved several facilitators working together.

Section 3: URBAN EDUCATION REFORM REGULATIONS

Strategy 2: Continue to explore Whole School Reform models. Cohort III (high schools) continued implementation in the 2001-2002 school year (*page 85 A-C*) continued:

- Ensured that schools provided workshops to parents and community members in the evenings to clarify issues related to the implementation of WSR.
- Arranged for selected staff members to attend and observe the different WSR models being implemented in other schools both in the district and outside the district.
- Ensured that the developers kept to a set schedule and that they were aware of CCCS and the demands of HSPT/HSPA.
- Collected data at the school site relative to the accountability plan, educational plan, and supplemental programs to verify the effectiveness of the chosen WSR model
- Surveyed staff on training and implementation matters, school-based budget issues, effectiveness of the SMT, and other matters dealing with WSR and Abbott.

Comparison Of Achievement By Whole School Reform Model

The district reviewed **ESPA achievement** results for the 5 Whole School Reform models adopted by cohorts 1 and 2.. The following schools in cohorts 1 and 2 house fourth grade classes.

- Success For All (7 schools)
- Modern Red Schoolhouse (2 schools)
- Accelerated Schools (1 school)
- Community For Learning (1 school)
- Comer School Development Program (3 schools)

The charts that follow display the performance of these schools in language arts and mathematics.

Language Arts ESPA Results 1999-2002 - A Three Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

Aggregate gains in language arts from May 2001 to May 2002 were demonstrated by Modern Red Schoolhouse (241), Community For Learning (8.71) the Accelerated School (6.21,) Success For All Schools (1.81), and Comer Schools (1.6). The performance of Modern Red Schoolhouse and Community For Learning exceeded the districtwide general education gain of 6.6 percentage points.

Mathematics ESPA Results 1999-2002 - A Three Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

Aggregate gains in mathematics from May 2001 to May 2002 were demonstrated by the Accelerated School (21.2), the Community For Learning School (21.1) and Modern Red Schoolhouse (1.9). The aggregate scores for these three models exceeded the districtwide general education gain of 0.9 percentage points.

Language Arts ESPA Results 1999-2000/2000-2001/2001-2002
A Three Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

School	Cluster	Cohort	Model	Language Arts Literacy 2000			Language Arts Literacy 2001			Language Arts Literacy 2002			Plus/ Minus 2001- 2002
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	# Tested	# Passed	Percent	
2	1	1st	SFA	25	11	44.0%	30	24	80.0%	33	27	81.8%	
6	1	1st	SFA	58	12	20.7%	58	27	46.6%	61	25	41.0%	
12	2	1st	SFA	48	15	31.3%	48	27	56.3%	53	40	75.5%	
17	4	1st	SFA	53	12	22.6%	39	26	66.7%	47	33	70.2%	
21	1	1st	SFA	71	23	32.4%	76	32	42.1%	80	36	45.0%	
29	4	1st	SFA	45	11	24.4%	37	28	75.7%	44	26	59.1%	
RC	4	1st	SFA	21	15	71.4%	17	16	94.1%	19	18	94.7%	
<i>SFA Total for the 1st Cohort</i>				321	99	30.8%	305	180	59.0%	337	205	60.8%	+1.8
13	2	1st	MRS	87	38	43.7%	91	46	50.5%	89	74	83.1%	
15	2	1st	MRS	79	16	20.3%	63	25	39.7%	65	34	52.3%	
<i>MRS Total for the 1st Cohort</i>				166	54	32.5%	154	71	46.1%	154	108	70.1%	+24.0
27	1	1st	AS	69	20	29.0%	50	38	76.0%	73	60	82.2%	
<i>AS Total for the 1st Cohort</i>				69	20	29.0%	50	38	76.0%	73	60	82.2%	+6.2
28	4	1st	COMER	89	4	4.5%	65	27	41.5%	72	34	47.2%	
NSW	1	1st	COMER	24	17	70.8%	21	21	100.0%	22	20	90.9%	
<i>Comer Total for the 1st Cohort</i>				113	21	18.6%	86	48	55.8%	94	54	57.4%	+1.6
3	1	2nd	CFL	26	18	69.2%	32	26	81.3%	30	27	90.0%	
<i>CFL Total for the 2nd Cohort</i>				26	18	69.2%	32	26	81.3%	30	27	90.0%	+8.7
*District Total				1611	560	34.8%	1532	1016	66.3%	1581	1153	72.9%	+6.6

*Total for ALL schools in the district

Mathematics ESPA Results 1999-2000/2000-2001/2001-2002
A Three Year Comparison by Whole School Reform 1st and 2nd Cohort/Model

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Mathematics 2002			Plus / Minus 2001-2002
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	# Tested	# Passed	Percent	
2	1	1st	SFA	25	10	40.0%	30	19	63.3%	33	16	48.5%	-4.2
6	1	1st	SFA	61	14	23.0%	60	12	20.0%	62	14	22.6%	
12	2	1st	SFA	48	9	18.8%	48	21	43.8%	53	19	35.8%	
17	4	1st	SFA	52	17	32.7%	39	20	51.3%	48	17	35.4%	
21	1	1st	SFA	70	15	21.4%	76	24	31.6%	80	25	31.3%	
29	4	1st	SFA	45	19	42.2%	36	23	63.9%	44	25	56.8%	
RC	4	1st	SFA	21	17	81.0%	17	14	82.4%	19	17	89.5%	
<i>SFA Total for the 1st Cohort</i>				322	101	31.4%	306	133	43.5%	339	133	39.2%	-4.2
13	2	1st	MRS	86	33	38.4%	91	42	46.2%	91	42	46.2%	+1.9
15	2	1st	MRS	79	17	21.5%	63	8	12.7%	66	12	18.2%	
<i>MRS Total for the 1st Cohort</i>				165	50	30.3%	154	50	32.5%	157	54	34.4%	+1.9
27	1	1st	AS	69	27	39.1%	50	25	50.0%	73	52	71.2%	+21.2
<i>AS Total for the 1st Cohort</i>				69	27	39.1%	50	25	50.0%	73	52	71.2%	
28	4	1st	COMER	90	9	10.0%	65	24	36.9%	73	14	19.2%	-10.0
NSW	1	1st	COMER	25	21	84.0%	21	13	61.9%	21	17	81.0%	
<i>Comer Total for the 1st Cohort</i>				115	30	26.1%	86	37	43.0%	94	31	33.0%	-10.0
3	1	2nd	CFL	26	18	69.2%	32	17	53.1%	31	23	74.2%	+21.1
<i>CFL Total for the 2nd Cohort</i>				26	18	69.2%	32	17	53.1%	31	23	74.2%	
<i>*District Total</i>				1614	636	39.4%	1536	741	48.2%	1586	779	49.1%	+0.9

Comparison Of Achievement By Whole School Reform Model Cohorts 2A and 3

The district reviewed **ESPA achievement** results for the 3 Whole School Reform models adopted by cohorts 2A and 3. The following schools in cohorts 2A and 3 house fourth grade classes

- Success For All (2 schools)
- Coalition of Essential Schools (11 schools)
- Comer School Development Program (3 schools)

The charts that follow display the performance of these schools in language arts, mathematics and science.

A Three Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2002) Language Arts Literacy – ESPA

Aggregate gains in language arts from May 2001 to May 2002 were demonstrated by Coalition of Essential Schools Cohort 3 (14.1), Comer Schools Cohort 3 (13.4), Success For All Schools Cohort 2A (6.7), Coalition of Essential Schools Cohort 2A (5.3), and Comer Schools Cohort 2A (0.6). The aggregate scores for Coalition of Essential Schools (Cohort 3), Comer Schools (Cohort 3), and Success For All Schools (Cohort 2A) exceeded the districtwide general education gain of 6.6 percentage points.

A Three Year Comparison by Whole School Reform 2a & 3rd Cohort/Model (2000-2002) Mathematics – ESPA

Aggregate gains in mathematics from May 2001 to May 2002 were demonstrated by Coalition of Essential Schools Cohort 3 (7.6), Coalition of Essential Schools Cohort 2A (4.9), and Comer Schools Cohort 3 (4.1). The aggregate scores for the aforementioned models exceeded the districtwide general education gain of 0.9 percentage points.

ESPA Results 1999/2000-2000/2001/2001-2002

A Three Year Comparision by Whole Scool Reform 2a & 3rd Cohort/Model

Language Arts Literacy

School	Cluster	Cohort	Model	Language Arts Literacy 2000			Language Arts Literacy 2001			Language Arts Literacy 2002			Plus / Minus 2001-2002
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	# Tested	# Passed	Percent	
1	4	2a	CES	30	16	53.3%	29	26	89.7%	20	20	100.0%	+5.3
9	1	2a	CES	97	57	58.8%	107	84	78.5%	97	86	88.7%	
10	2	2a	CES	62	11	17.7%	86	50	58.1%	73	40	54.8%	
18	2	2a	CES	72	46	63.9%	71	66	93.0%	80	75	93.8%	
20	2	2a	CES	65	33	50.8%	49	44	89.8%	51	49	96.1%	
24	2	2a	CES	63	20	31.7%	48	33	68.8%	43	32	74.4%	
MLK	2	2a	CES	85	41	48.2%	87	73	83.9%	77	69	89.6%	
CES Total in the 2a Cohort				474	224	47.3%	477	376	78.8%	441	371	84.1%	+5.3
5	2	3rd	CES	51	21	41.2%	70	52	74.3%	57	43	75.4%	+14.1
11	1	3rd	CES	24	1	4.2%	21	11	52.4%	17	16	94.1%	
14	4	3rd	CES	43	9	20.9%	47	14	29.8%	40	18	45.0%	
16	4	3rd	CES	43	14	32.6%	33	29	87.9%	41	41	100.0%	
CES Total in the 3rd Cohort				161	45	28.0%	171	106	62.0%	155	118	76.1%	+14.1
8	2	2a	COMER	51	15	29.4%	48	30	62.5%	48	41	85.4%	+0.6
19	4	2a	COMER	55	19	23.6%	56	46	82.1%	62	40	64.5%	
Comer Total in the 2a Cohort				106	34	32.1%	104	76	73.1%	110	81	73.6%	+0.6
25	2	3rd	COMER	76	26	34.2%	63	47	74.6%	50	44	88.0%	+13.4
Comer Total in the 3rd Cohort				76	26	34.2%	63	47	74.6%	50	44	88.0%	
26	1	2a	SFA	52	18	34.6%	50	34	68.0%	50	34	68.0%	+6.7
EWK	4	2a	SFA	46	7	15.2%	40	14	35.0%	50	26	52.0%	
SFA Total in the 2a Cohort				98	25	25.5%	90	48	53.3%	100	60	60.0%	+6.7
District Total				1611	560	34.8%	1532	1016	66.3%	1581	1153	72.9%	+6.6

ESPA Results 1999-2000/2000-2001/2001-2002
A Three Year Comparison by Whole School Reform 2a & 3rd Cohort/Model
Mathematics

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Mathematics 2002			Plus/Minus 2001-2002
				# Tested	# Passed	Percent	# Tested	# Passed	Percent	# Tested	# Passed	Percent	
1	4	2a	CES	29	16	55.2%	29	23	79.3%	20	16	80.0%	
9	1	2a	CES	100	70	70.0%	107	73	68.2%	97	74	76.3%	
10	2	2a	CES	63	18	28.6%	85	18	21.2%	72	31	43.1%	
18	2	2a	CES	72	34	47.2%	72	48	66.7%	80	44	55.0%	
20	2	2a	CES	65	37	56.9%	49	44	89.8%	51	45	88.2%	
24	2	2a	CES	63	21	33.3%	48	24	50.0%	43	19	44.2%	
MLK	2	2a	CES	85	46	54.1%	88	55	62.5%	77	55	71.4%	
CES Total in the 2a Cohort				477	242	50.7%	478	285	59.6%	440	284	64.5%	+4.9
5	2	3rd	CES	50	28	56.0%	70	30	42.9%	57	27	47.4%	
11	1	3rd	CES	23	5	21.7%	20	6	30.0%	17	7	41.2%	
14	4	3rd	CES	43	14	32.6%	47	6	12.8%	40	4	10.0%	
16	4	3rd	CES	43	10	23.2%	34	31	91.2%	41	40	97.6%	
CES Total in the 3rd Cohort				159	57	35.8%	171	73	42.7%	155	78	50.3%	+7.6
8	2	2a	COMER	51	22	43.1%	48	22	45.8%	48	27	56.3%	
19	4	2a	COMER	57	19	33.3%	56	28	50.0%	62	23	37.1%	
Comer Total in the 2a Cohort				108	41	38.0%	104	50	48.1%	110	50	45.5%	-2.6
25	2	3rd	COMER	76	34	44.7%	64	46	71.9%	50	38	76.0%	
Comer Total in the 3rd Cohort				76	34	44.7%	64	46	71.9%	50	38	76.0%	+4.1
26	1	2a	SFA	52	19	36.5%	50	13	26.0%	51	11	21.6%	
EWK	4	2a	SFA	45	17	37.8%	41	12	29.3%	49	7	14.3%	
SFA Total in the 2a Cohort				97	36	37.1%	91	25	27.5%	100	18	18.0%	-9.5
District Total				1614	636	39.4%	1536	741	48.2%	1586	779	49.1%	+0.9

Comparison Of Achievement By Whole School Reform Model

The district additionally reviewed **GEPA achievement** results for the 6 Whole School Reform models adopted by cohorts 1 and 2. The following schools in cohorts 1 and 2 house eighth grade classes

- Success For All (4 schools)
- Modern Red Schoolhouse (2 schools)
- Accelerated Schools (1 school)
- Community For Learning (1 school)
- Coalition of Essential Schools (1 school)
- Comer School Development Program (1 school)

The charts that follow display the performance of these schools in language arts, mathematics, and science. Developers will be given opportunities to review site-based and aggregate data. Additionally, data will be disaggregated by gender and by ethnic group by school and model. Schools that did not meet their federal Title I benchmarks have been identified as schools in need of improvement. Additional technical assistance will be provided by central office to these schools to ensure intervention strategies are implemented.

A Three Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2002) Language Arts – GEPA

In language arts, aggregate gains from 2001 to 2002 were demonstrated by Success For All Cohort I (4.7). while the district's general education population experienced a decrease of 4.3 percentage points.

A Three Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2002) Mathematics – GEPA

In mathematics, aggregate gains from 2001 to 2002 were demonstrated by Comer Cohort I (0.5). The aggregate gains of these schools were in contrast to the districtwide decrease of 6.5 percentage points.

A Three Year Comparison by Whole School Reform 1st & 2nd Cohort (2000-2002) Science – GEPA

In science, aggregate gains from 2001 to 2002 were demonstrated by Modern Red Schoolhouse Cohort I Schools (17.3), Comer Cohort I schools (14.0), and Success For All Cohort I Schools (10.8). The aggregate gain of the aforementioned models exceeded the districtwide gain of 7 percentage points.

Language Arts Literacy GEPA Results 1999-2000/2000-2001/2001-2002

A Three Year Comparison by Whole School Reform 1st & 2nd Cohort

School	Cluster	Cohort	Model	Language Arts Literacy 2000			Language Arts Literacy 2001			Language Arts Literacy 2002			Plus/ Minus 2001- 2002
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	#Tested	#Passed	Percent	
2	1	1st	SFA	32	19	59.4%	48	27	56.3%	43	20	46.5%	4.7
6	1	1st	SFA	42	23	54.8%	53	17	32.1%	42	19	45.2%	
12	2	1st	SFA	69	42	60.9%	72	33	45.8%	67	43	64.2%	
21	1	1st	SFA	64	39	60.9%	87	51	58.6%	54	29	53.7%	
<i>SFA Total for the 1st Cohort</i>				207	123	59.4%	260	128	49.2%	206	111	53.9%	
13	2	1st	MRS	69	40	57.9%	61	26	42.6%	111	51	45.9%	-2.8
15	2	1st	MRS	105	56	53.4%	114	59	51.8%	112	51	45.5%	
<i>MRS Total for the 1st Cohort</i>				174	96	55.2%	175	85	48.6%	223	102	45.7%	
27	1	1st	AS	66	47	71.2%	74	59	79.7%	92	67	72.8%	-6.9
<i>AS Total for the 1st Cohort</i>				66	47	71.2%	74	59	79.7%	92	67	72.8%	
NSW	1	1st	COMER	25	23	92.0%	18	16	88.9%	23	18	78.3%	-10.6
<i>Comer Total for the 1st Cohort</i>				25	23	92.0%	18	16	88.9%	23	18	78.3%	
3	1	2nd	CFL	26	17	65.4%	32	30	93.8%	22	13	59.1%	-34.7
<i>CFL Total for the 2nd Cohort</i>				26	17	65.4%	32	30	93.8%	22	13	59.1%	
7	1	2nd	CES	31	20	64.5%	34	29	85.3%	37	29	78.4%	-6.9
<i>CES Total for the 2nd Cohort</i>				31	20	64.5%	34	29	85.3%	37	29	78.4%	
<i>*District Total</i>				1346	865	64.2%	1389	876	63.1%	1447	850	58.7%	-4.3

Mathematics GEPA Results 1999-2000/2000-2001/2001-2002

A Three Year Comparison by Whole School Reform 1st & 2nd Cohort

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Mathematics 2002			Plus/ Minus 2001-2002
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	#Tested	#Passed	Percent	
2	1	1st	SFA	32	15	46.9%	48	24	50.0%	43	18	41.9%	
6	1	1st	SFA	42	10	23.8%	55	18	32.7%	42	17	40.5%	
12	2	1st	SFA	69	36	52.2%	73	27	37.0%	67	17	25.4%	
21	1	1st	SFA	64	22	34.4%	87	26	29.9%	54	17	31.5%	
SFA Total for the 1st Cohort				207	83	40.1%	263	95	36.1%	206	69	33.5%	
13	2	1st	MRS	69	14	20.2%	61	26	42.6%	111	44	39.6%	
15	2	1st	MRS	107	40	37.4%	114	35	30.7%	114	23	20.2%	
MRS Total for the 1st Cohort				176	54	30.7%	175	61	34.9%	225	67	29.8%	
27	1	1st	AS	66	29	43.9%	74	42	56.8%	92	42	45.7%	
AS Total for the 1st Cohort				66	29	43.9%	74	42	56.8%	92	42	17.4%	
NSW	1	1st	COMER	25	18	72.0%	18	14	77.8%	23	18	78.3%	
Comer Total for the 1st Cohort				25	18	72.0%	18	14	77.8%	23	18	78.3%	
3	1	2nd	CFL	26	16	61.5%	32	25	78.1%	22	10	45.5%	
CFL Total for the 2nd Cohort				26	16	61.5%	32	25	78.1%	22	10	45.5%	
7	1	2nd	CES	31	15	48.4%	34	20	58.8%	37	20	54.1%	
CES Total for the 2nd Cohort				31	15	48.4%	34	20	58.8%	37	20	54.1%	
*District Total				1353	620	45.8%	1394	648	46.5%	1453	581	40.0%	-6.5

Science GEPA Results 1999-2000/2000-2001/2001-2002

A Three Year Comparison by Whole School Reform 1st & 2nd Cohort

School	Cluster	Cohort	Model	Science 2000			Science 2001			Science 2002			Plus/ Minus 2001- 2002
				#Passed	#Tested	Percent	#Passed	#Tested	Percent	#Passed	#Tested	Percent	
2	1	1st	SFA	18	32	56.3%	25	48	52.1%	20	43	46.5%	
6	1	1st	SFA	12	42	28.6%	20	54	37.0%	13	42	31.0%	
12	2	1st	SFA	22	69	31.9%	26	73	35.6%	44	64	68.8%	
21	1	1st	SFA	22	64	34.4%	42	87	48.3%	32	53	60.4%	
<i>SFA Total for the 1st Cohort</i>				74	207	35.7%	113	262	43.1%	109	202	54.0%	+10.
13	2	1st	MRS	28	69	40.5%	28	61	45.9%	62	111	55.9%	
15	2	1st	MRS	23	107	21.5%	32	114	28.1%	54	114	47.4%	
<i>MRS Total for the 1st Cohort</i>				51	176	29.0%	60	175	34.3%	116	225	51.6%	+17.3
27	1	1st	AS	16	66	24.2%	51	74	68.9%	57	92	62.0%	
<i>AS Total for the 1st Cohort</i>				16	66	24.2%	51	74	68.9%	57	92	62.0%	-7.0
NSW	1	1st	COMER	15	25	60.0%	10	18	55.6%	16	23	69.6%	
<i>Comer Total for the 1st Cohort</i>				15	25	60.0%	10	18	55.6%	16	23	69.6%	+14.0
3	1	2nd	CFL	11	26	42.3%	19	32	59.4%	12	22	54.5%	
<i>CFL Total for the 2nd Cohort</i>				11	26	42.3%	19	32	59.4%	12	22	54.5%	-4.8
7	1	2nd	CES	14	31	45.1%	20	34	58.8%	20	37	54.1%	
<i>CES Total for the 2nd Cohort</i>				14	31	45.1%	20	34	58.8%	20	37	54.1%	-4.8
<i>*District Total</i>				508	1354	37.6%	692	1396	49.6%	821	1451	56.6%	7.0

Comparison Of Achievement By Whole School Reform Model Cohorts 2A and 3

The district additionally reviewed **GEPA achievement** results for the 4 Whole School Reform models adopted by cohorts 2A and 3. The following schools in cohorts 2A and 3 house eighth grade classes

- Success For All (1 school)
- Coalition of Essential Schools (8 schools)
- Comer School Development Program (2 schools)
- Co-Nect School (1 school)

The charts that follow display the performance of these schools in language arts, mathematics, and science. Developers will be given opportunities to review site-based and aggregate data. Additionally, data will be disaggregated by gender and by ethnic group by school and model. Schools that did not meet their federal Title I benchmarks have been identified as schools in need of improvement. Additional technical assistance will be provided by central office to these schools to ensure intervention strategies are implemented.

A Three Year Comparison by Whole School Reform 2a & 3rd Cohort/model Language Arts Literacy-GEPA

Aggregate gains in language arts were demonstrated by the Co-Nect School (33.7) and Success For All Cohort 2A (+10.7) while the district's general education population experienced a decrease of 4.3 percentage points.

A Three Year Comparison by Whole School Reform 2a & 3rd Cohort/model Mathematics-GEPA

Aggregate gains in mathematics were demonstrated by Co-Nect (2.5) while the district's general education population experienced a decrease of 6.5 percentage points.

A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model Science-GEPA

Aggregate gains in science were demonstrated by Comer Cohort 2A (10.3), Co-Nect (9.9). Comer Cohort 3 (8.3), Coalition of Essential Schools Cohort 3 (5.1), and Coalition of Essential Schools Cohort 2A (4.8). Comer and Co-Nect Schools exceeded the districtwide general education gain of 7 percentage points.

GEPA Results 1999-2000/2000-2001/2001-2002
A Two Year Comparison by Whole School Reform 2a & 3rd Cohort/model
Language Arts Literacy

School	Cluster	Cohort	Model	Language Arts Literacy 2000			Language Arts Literacy 2001			Language Arts Literacy 2002			Plus/ Minus 2001- 2002
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	#Tested	#Passed	Percent	
9	1	2a	CES	86	71	82.5%	87	71	81.6%	99	78	78.8%	-9.9
10	2	2a	CES	66	30	45.4%	72	42	58.3%	76	33	43.4%	
20	2	2a	CES	58	37	63.8%	46	19	41.3%	63	23	36.5%	
18	2	2a	CES	86	63	73.3%	76	60	78.9%	80	65	81.3%	
24	2	2a	CES	74	42	56.8%	75	52	69.3%	57	22	38.6%	
MLK	2	2a	CES	82	54	65.9%	73	51	69.9%	58	34	58.6%	
CES Total in the 2a Cohort				452	297	65.7%	429	295	68.8%	433	255	58.9%	-9.9
26	1	2a	SFA	59	27	45.8%	47	30	63.8%	47	35	74.5%	+10.7
SFA Total in the 2a Cohort				59	27	45.8%	47	30	63.8%	47	35	74.5%	
8	2	2a	COMER	55	36	65.4%	51	32	62.7%	64	30	46.9%	-15.9
Comer Total in the 2a Cohort				55	36	65.4%	51	32	62.7%	64	30	46.9%	
4	2	2a	Co-Nect	63	46	73.0%	55	25	45.5%	72	57	79.2%	+33.7
Co-Nect Total in the 2a Cohort				63	46	73.0%	55	25	45.5%	72	57	79.2%	
5	2	3rd	CES	103	73	70.9%	119	81	68.1%	140	80	57.1%	-9.9
11	1	3rd	CES	31	23	74.2%	45	30	66.7%	40	24	60.0%	
CES in the Total 3rd Cohort				134	96	71.6%	164	111	67.7%	180	104	57.8%	
25	2	3rd	COMER	54	37	68.6%	50	36	72.0%	42	27	64.3%	-7.7
COMER in the Total 3rd Cohort				54	37	68.6%	50	36	72.0%	42	27	64.3%	
District Total				1346	865	64.2%	1389	876	63.1%	1447	850	58.7%	-4.3

GEPA Results 1999-2000/2000-2001/2001-2002
A Two Year Comparison by Whole School Reform 2a &3rd Cohort/Model
Mathematics

School	Cluster	Cohort	Model	Mathematics 2000			Mathematics 2001			Mathematics 2002			Plus/ Minus 2001- 2002
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	#Tested	#Passed	Percent	
9	1	2a	CES	89	62	69.7%	87	61	70.1%	99	51	51.5%	
10	2	2a	CES	66	28	42.4%	73	23	31.5%	77	23	29.9%	
18	2	2a	CES	86	50	58.2%	76	53	69.7%	80	69	86.3%	
20	2	2a	CES	58	22	37.9%	47	12	25.5%	62	15	24.2%	
24	2	2a	CES	76	32	42.1%	74	32	43.2%	58	26	44.8%	
MLK	2	2a	CES	82	46	56.1%	73	35	47.9%	58	16	27.6%	
CES Total in the 2a Cohort				457	240	52.5%	430	216	50.2%	434	200	46.1%	-4.1
26	1	2a	SFA	59	25	42.4%	47	23	48.9%	47	15	31.9%	
SFA Total in the 2a Cohort				59	25	42.4%	47	23	48.9%	47	15	31.9%	
8	2	2a	COMER	55	20	36.3%	51	24	47.1%	64	19	29.7%	
Comer Total in the 2a Cohort				55	20	36.3%	51	24	47.1%	64	19	29.7%	
4	2	2a	Co-Nect	63	15	23.8%	55	20	36.4%	72	28	38.9%	
Co-Nect Total in the 2a Cohort				63	15	23.8%	55	20	36.4%	72	28	38.9%	
5	2	3rd	CES	103	57	55.4%	120	51	42.5%	144	59	41.0%	
11	1	3rd	CES	31	20	64.5%	45	27	60.0%	39	14	35.9%	
CES Total in the 3rd Cohort				134	77	55.9%	165	78	47.3%	183	73	39.9%	
25	2	3rd	COMER	54	28	51.8%	50	30	60.0%	42	17	40.5%	
Comer Total in the 3rd Cohort				54	28	51.8%	50	30	60.0%	42	17	40.5%	
District Total				1353	620	45.8%	1394	648	46.5%	1453	581	40.0%	-6.5

GEPA Results 1999-2000/2000-2001/2001-2002
A Three Year Comparison by Whole School Reform 2a & 3rd Cohort/Model
Science

School	Cluster	Cohort	Model	Science 2000			Science 2001			Science 2002			Plus/ Minus 2201- 2002
				#Tested	#Passed	Percent	#Tested	#Passed	Percent	#Tested	#Passed	Percent	
9	1	2a	CES	89	70	78.6%	87	70	80.5%	99	71	71.7%	
10	2	2a	CES	66	13	19.7%	73	27	37.0%	77	35	45.5%	
20	2	2a	CES	58	20	34.5%	47	20	42.6%	63	27	42.9%	
18	2	2a	CES	87	35	40.2%	76	41	53.9%	80	61	76.3%	
24	2	2a	CES	77	23	29.9%	75	36	48.0%	58	25	43.1%	
MLK	2	2a	CES	82	29	35.3%	73	28	38.4%	58	26	44.8%	
CES Total in the 2a Cohort				459	190	41.4%	431	222	51.5%	435	245	56.3%	+4.8
26	1	2a	SFA	59	17	28.8%	47	27	57.4%	47	27	57.4%	
SFA Total in the 2a Cohort				59	17	28.8%	47	27	57.4%	47	27	57.4%	
8	2	2a	COMER	54	15	27.8%	51	29	56.9%	64	43	67.2%	
Comer Total in the 2a Cohort				54	15	27.8%	51	29	56.9%	64	43	67.2%	
4	2	2a	Co-Nect	63	16	25.4%	55	19	34.5%	72	32	44.4%	
Co-Nect Total in the 2a Cohort				63	16	25.4%	55	19	34.5%	72	32	44.4%	
5	2	3rd	CES	103	53	51.4%	122	65	53.3%	144	88	61.1%	
11	1	3rd	CES	31	16	51.6%	45	29	64.4%	40	25	62.5%	
CES Total in the 3rd Cohort				134	69	51.5%	167	94	56.3%	184	113	61.4%	
25	2	3rd	COMER	54	20	37.1%	50	28	56.0%	42	27	64.3%	
Comer Total in the 3rd Cohort				54	20	37.1%	50	28	56.0%	42	27	64.3%	
District Total				1354	508	37.6%	1396	692	49.6%	1451	821	56.6%	+7.0

Districtwide Whole School Reform Implementation Barriers and Issues

The implementation of Whole School reform in the Paterson School District has been a challenging, yet exciting experience. Our successes have truly outweighed the barriers, however, some of the barriers need to be mentioned.

Developer

- Contract costs of some models (Modern Red Schoolhouse and Success for All) have dramatically increased since the onset of cohort I implementation. This directly affects the school-based budgets for the district.

State Department

- Timelines for submission of State mandated documents should be reviewed. Since one of the principles of Whole School Reform is site-based decision making, personnel directly involved in the delivery of instruction are pulled from their jobs to meet deadlines in the implementation, budget, and/or grant writing process.

State Training Sessions

Although current state training (2001-2002) was very informative, the following additional considerations would be helpful:

- Mandated training for all central office personnel.
- Goal oriented agendas that focus on testing and curriculum alignment.
- Involvement of Developers' staff in hands-on training (implementation plans, budget, etc.) with school and central office staff.

SECTION III

PARENT AND COMMUNITY INVOLVEMENT

Section 4: PARENT/COMMUNITY INVOLVEMENT

Strategy 1: Strengthen different types and levels of parent involvement and participation in the schools. (*page 87 A-D*)

	Successful	Unsuccessful
<i>Whole School Reform</i>	X	
<i>Parent/Community Involvement</i>	X	

Implementation of Action Plan: Explanation of Success/Non Success

Central Office Whole School Reform Team provided technical assistance to schools to involve parents in the decision making process regarding school policies and procedures affecting their children by:

- Supporting school-level workshops on child development, behavior, testing, governance, family nights, and conferences to help parents understand and support their children's learning and achievement
- Encouraging parents to become members of School Management Teams

The Central Office Whole School Reform Team also provided professional development for teachers and staff to enhance their effectiveness with parents. Training was given in the following areas: Needs Assessment, School Management Team Roles and Responsibilities, School Management Team Guidelines and Voting Procedures, Personnel Training for Hiring of New Employees, and Teamwork/Consensus Building. Results of these trainings have resulted in increased parental involvement not only on the school level but on District steering committees as well. Parent volunteers have increased in many schools. They have taken an active role in the education of their children and have become integral shareholders in the educational community.

The Marilyn Morheuser Parent Center continued to hold activities and workshops to empower parents to become partners with the district and strengthen home-school relations to ensure the success of each and every child. The following activities were accomplished:

- Continued to provide Home School Liaisons with training in effective ways to coordinate activities, disseminate information to parents and community organizations, analyze attendance at school activities and communicate with absentee parents.
- Offered classes in basic skills, computer literacy, and leadership training.
- Continued the Mom and Pop Mobile to provide opportunities for parents to seek advice for and to discuss the academic growth and development of their children.
- Provided innovative consultants/speakers and/or district personnel at parent community forums to discuss issues re: student achievement, instructional strategies, assessment standards and practices, Core Curriculum Content Standards, the learning environment, and issues related to parent/community relations.
- Provided monthly workshops and parent forums on various educational topics. Brochures were available at the center which give parents and the community information on ongoing activities.

Activities also included Parent Leadership Training, Book Giveaways, Parent Awareness Day and Parent Awards Program. Over two hundred parents attended the New Jersey Association of Parent Coordinators, Inc. in-service training conference. In addition, 20 parents attended the National Coalition of Title One/Chapter One Conference.

Section 4: PARENT/COMMUNITY INVOLVEMENT

Strategy 1: Strengthen different types and levels of parent involvement and participation in the schools. (*page 87 A-D*) continued:

The district-wide school community program coordinator continued to promote parent and community participation in district schools. This coordinator:

- Assisted in the dissemination of Title I and other federal legislation and regulations.
- Coordinated district-wide parental activities all year and provided technical assistance to parents in developing the skills needed to function effectively in a working relationship between home, school and community.
- Served as parent resource person to all professional personnel.
- Coordinated a schedule of activities and prepared a calendar for distribution on a monthly basis in advance of activities.

Section 4: PARENT/COMMUNITY INVOLVEMENT

Strategy 2: Strengthen and define the role of the state-operated school board in district policy making. (*pages 89-90 A-D*)

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

The district held a Strategic Planning and Reporting Meeting at the Paterson Mini Mall on June 27, 2002. Over 100 parents, educators and community members attended. Topics included the new No Child Left Behind law, assessment, special education, and high school programs. Surveys completed by participants will be analyzed

The Paterson Public Schools collaborated with the Paterson Education Fund (PEF) to educate and involve the community in school related issues. Paterson Education Fund sponsored community briefings and videotaped a Candidate Forum. The Paterson Education Fund also sponsored **PEN Schools and Community** to build systemic community linkages for supplemental programs and particularized needs as required by Abbott. Additionally, PEF sponsored:

- **Ask The Right Question Project** which provides educational training and strategies to increase parental participation
- **Family Friendly Computer Program** which teaches parents to troubleshoot and use donated personal computers

Board of Education commissioners were provided with opportunities for team building and development of leadership and policy making skills through attendance at county, state, and national workshops and conferences. Board of Education commissioners attended conferences sponsored by National School Boards Association, New Jersey State School Board Association, African American National School Board Association, and National Coalition of Title I/Chapter I Parents.

A retreat for Board of Education commissioners from the State Operated School Districts was held on July 22, 2002. The purpose of the meeting was to provide board members and central office staff an open forum to collaborate and exchange ideas related to the unique experiences in the district. Participants were provided with current information and pending strategic proposals for returning districts to local control. Suggestions and recommendations for transitional and legislative proposals relating to the procedures for returning districts to local control were also discussed.

The central office whole school reform team provided training opportunities to school board commissioners to enhance their knowledge of WSR and the implementation process. The Whole School Reform office provided all Board of Education commissioners with the opportunity to attend all of the training sessions that were afforded to our parents and our staff members. Commissioners have attended our workshops on SMT Regulations, Teamwork & Consensus, Needs Assessment, and Personnel Training. Board members also served on District Steering Committees related to Whole School Reform. Communication between the Board of Education and WSR office is ongoing. All commissioners were kept apprised of the implementation planning and the budget process and each member was given a copy of said documents.

Section 4: PARENT/COMMUNITY INVOLVEMENT

Strategy 3: Involve community based organizations to support the delivery of thorough and efficient education. (*pages 91-92A-G*)

Successful	Unsuccessful
X	

Implementation of Action Plan: Explanation of Success/Non Success

School staff/students/parents and central office administrators supported the Paterson Education Fund in their activities. **Ask the Right Question Project** provided educational training and strategies to increase parental participation in the democratic process bringing the total of PEF trained facilitators to 65. Participants acquired concrete analytical and critical thinking skills that allow them to support, monitor and advocate for their children's education.

Collaboration with the Paterson Village Initiative (Paterson Police, probation Division of the Superior Court and the Juvenile Justice Commission) to reduce the dropout rate and to help prevent delinquency and crime was continued.. Keeping students in school is a critical component of the program which targets high-risk youth. Activities include a mentoring program, evening and weekend activities, school and community anti-violence activities and community service projects. The program included assembly programs, cognitive skills training to school probationers, Career Day events with Lucent Technologies, Parent/Teacher conferences, Anti-Violence Week and Teen Summits. The Paterson Village Initiative significantly improved communication between schools, probation police and parole officers by creating a system of information exchange.

Linkages with organizations that can provide work based learning experiences for students were expanded. During the 2001-2002 school year, the Department of Student Support Services initiated and largely completed, the application process for occupational program approvals in several areas. This endeavor comprised establishing advisory committees that represent professional experience and assisting in guiding the vision of the programs. The District will continue to seek the assistance of these community representatives to foster and strengthen partnerships with professional organizations.

Collaboration and partnerships continue with the Paterson Division of Health, Montclair State University, American Red Cross, American Heart Association, American Cancer Society and the Paterson Division of Health – Visiting Nurse program. These organizations assist in professional development for teachers in Physical Education and Health.

Programs offered by the Rutgers Cooperative Extension, New Jersey March of Dimes, Healthy Mothers, Healthy Babies Coalition and the Hyacinth Foundation help to increase teacher performance and enhance student knowledge. The district will continue to seek to strengthen partnerships with community agencies and the community.

Section 4: PARENT/COMMUNITY INVOLVEMENT

Strategy 3: Involve community based organizations to support the delivery of thorough and efficient education. (*pages 91-92A-G*) continued:

Implementation of Action Plan: Explanation of Success/Non Success

Advisory committees were established for HARP (Health and Related Professions) Academy, PANTHER (Paterson and NASA. together for Higher Expectations and Results) Academy, the Dental Assistant Program, EARTH (Environmental Academy for Research Technology and Health), and Rosa Parks School of Fine and Performing Arts. Partners and agencies represented include: Delta Dental Endowment Foundation, St. Joseph's Hospital and Medical Center, Lucent Technologies, Massachusetts Institute of Technology, UMDNJ, and various municipal departments within the city of Paterson. Two mentoring programs are being developed. St. Joseph's Hospital and Medical Center is proposing a medical careers mentoring program for intermediate grade students and the Passaic County Vicinage Committee is proposing a mentoring program to provide high school seniors interested in careers in the judiciary exposure to the courts and their functions. Finally, the District is considering a Latino Youth Leadership Program to interest youth in community leadership through public service by engaging them in a program that mirrors Leadership Paterson.

On May 1, 2002, the Paterson Public School District's Physical Health and Education Department held its annual teen health fair at Eastside High School. Thirty community agencies participated in the fair and provided literature, contact numbers, hotlines and available services. Community agencies included the Division of Youth Services, Planned Parenthood, New Jersey Family Care, Healthy Mothers Healthy Babies, Hyacinth Foundation, St. Joseph's Hospital Medical Programs, and United Way of Passaic County. Approximately 2,400 students, staff and community members attended the Health Fair. All participants received a Teen Resource Guide developed collaboratively by Healthy Mothers Healthy Babies and the Department of Physical Education and Health. The Teen Resource Guide comprises community agencies, addresses, telephone numbers, and a description of services they provide. The guides are intended to be used at home by the teens and their families. This year the Teen Resource Guide received recognition at the annual National Healthy Mothers, Healthy Babies convention.

Partnerships with Stevens Institute (CIESE/IMATTT) were continued. Classroom teachers met to develop lessons based upon the Core Curriculum Content Standards. The District also continued partnerships with universities (11 at present) to place education students in Paterson schools for field (practicum) experiences. The implementation of the TRUST program at Montclair State University provided field experiences for prospective science teachers. By including local colleges and universities in field experiences in the Paterson Public Schools, we hope to encourage teachers and potential teachers to teach in Paterson.

Section IV

Corrective Action Plans

July 22, 2002

Dr. Edwin Duroy
State District Superintendent

**ATTAINMENT OF PROGRESS
CORRECTIVE ACTION PLANS**

DISTRICT: PATERSON

#	INDICATOR	STATUS*	EXPECTATION**
5.1	Pupil Attendance	Compliant	<i>Yes</i>
5.2	Dropout Rate	Non-Compliant	Yes
6.1	Certified Teaching Staff	Compliant	Yes
7.1	State Aid	Compliant	Yes
7.2	Generally Accepted Accounting Principles	Compliant	Yes
7.3	Over expenditure of Funds	Compliant	Yes
7.4	Annual Audit and Recommendations	Non-Compliant	Yes
7.5	Transportation Contracts	Compliant	Yes
7.6	Health and Safety	Non-Compliant	Yes
7.7	Comprehensive Maintenance Plan	Non-Compliant	Yes
7.8	Facilities Master Plan	Non-Compliant	Yes

* Indicate if you are currently compliant or non-compliant

** For any non-compliant indicators, indicate if you expect to be compliant by June 30, 2003.

Indicator # 5.1

Pupil Attendance

Explanation of Issue and Progress in Past Year

The average daily attendance for the Paterson Public School district has been stable. The two comprehensive high schools, Eastside and John F. Kennedy, however, have not met the state mandate of 90 percent average daily attendance. Both of the schools have increased the average daily attendance rate this year and are optimistic that they can meet the state standard during the coming year. The chart below indicates the progress made.

Progress in Increasing Pupil Attendance						
	1998-99 Actual	1999-00 Actual	2000-01 Actual	2001-02 Actual	Benchmark	+/- 2001-2002 Benchmark
Eastside High School	88.5%	85.6%	85%	87.6%	90%	-2.4
Kennedy High School	88.7%	87.8%	86.1%	86.7%	90%	-2.3
District	92.7%	92.3%	92.6%	92.9%	Maintain	

This year the district has improved its high school attendance by enhancing the dropout prevention strategies. Since attendance affects the dropout rate, a primary strategy in keeping students in school must be improving their attendance. Dropout Prevention Specialists and Health and Social Services Coordinators are in place at both comprehensive high schools. They worked together with the Parent Coordinators and Attendance Officers to keep students in school or to facilitate appropriate transfers for students who were not succeeding. Each of the comprehensive high schools has five attendance officers, as well as Paterson Police Officers and Parole Officers on site. The Guidance Counselors and School Based Youth Services Programs have been providing support to students with poor attendance. Silk City 2000 Academy and the Adult High School have accepted appropriate transfer students from the comprehensive high schools. In September 2001, the Alternative Middle School Program opened, providing services to at-risk middle level students and smoothing their transition to high school.

In January, the *Dropout Prevention Task Force* was convened to develop an action plan to address the persistent dropout problem. The mission of the Task Force is to lower the dropout rate to comply with the state mandate, to examine all of the factors that influence students who drop out of school, and to develop strategies and programs that target the most at-risk students.

The Task Force examined all aspects of the dropout and attendance problems and developed strategies, programs and restructuring efforts to keep students in school. The Task Force Action Plan for the summer and the coming year is a blueprint for interventions designed to improve attendance.

A summer program for in-coming freshmen at risk of dropping out, the *Leading Edge Program*, will provide academic preparation for high school as well as recreation, cultural activities and field trips. The program is intended to foster the kinds of bonds among the students that will provide a social foundation for their 9th grade year. The academic program will give them a leg-up; all students who complete the Leading Edge Program will be awarded five (5) credits.

Indicator # 5.1 (continued)**Pupil Attendance**

The Task Force reviewed current programs, restructured and coordinated their implementation to strengthen and enhance the services provided to students. The PEP-21 (21st Century Community Learning Centers) grant and CLASS (Career Learning Academies and Small Schools) coordinated their efforts with the Task Force.

Cluster Assistant Superintendents, Principals and Guidance Counselors worked collaboratively to identify at-risk students for targeted interventions and programs. The Attendance Officers, Dropout Prevention Specialists and Health and Social Services Coordinators directed their efforts to the freshman classes where the district is experiencing the greatest number of dropouts.

Obstacles Encountered

Mobilizing a district wide effort – the Dropout Prevention Task Force – has required an enormous effort on the part district administrators. The Task Force met at least twice monthly in order to develop an Action Plan for the coming year. In addition, a number of the administrators on the Task Force were charged with facilitating subcommittees that would then report back to the full group. This required a rigorous work schedule, especially for the high school division. The collaboration, however, was powerful and effective.

That the district's attendance policy must be revised and implemented consistently and at all levels throughout the district became obvious during the work of the Task Force this year. The difficulty lies in making students accountable and keeping them in school.

Strategies for Improvement

The Action Plan comprises the following strategies designed to prevent students from leaving school:

The Rebound Program will provide an alternative setting for repeating 9th graders in which they can recover credit. It is a “twilight” configuration that will offer the four core content areas, counseling, employment connections and small classes with individualized attention. The goal is for students to rebound academically and be able to re-enter the regular day program successfully. Both Eastside and Kennedy will have Rebound Programs.

The Youth Corps Academy will provide an alternative daytime setting for students who are unable to function successfully in a large comprehensive high school. The program will comprise work-based learning, community service, technology, and credit-bearing courses (instead of GED preparation, as in the current New Jersey Youth Corps Program model).

Identification of in-coming freshman at-risk of dropping out will allow the district to provide focused services to them. Credit-bearing summer programs have been implemented to provide these students with a strong orientation to and foundation for success in high school. These students will be monitored in the fall when they enter their respective high schools.

Indicator # 5.1 (continued)**Pupil Attendance**

Eastside 9th Grade Prep will place all incoming freshman in a separate wing of Eastside High School. The 9th Grade Prep will have its own administration and will function as a school-within-a-school. A focused freshman seminar will provide students with a foundation for success in high school. Faculty, guidance counselors and the School Based Youth Services Program (SBYSP) will be located in the designated wing of the building.

Intervention Teams comprising Guidance Counselors, Dropout Prevention Specialists, Health & Social Services Coordinators, Attendance Officers, Nurses, Substance Awareness Coordinators, Parent Coordinators and Intervention & Referral Services Teams will provide consistent interventions across the district. Monthly reports and activities will be monitored centrally.

Revised policies and procedures for student attendance and students leaving school will govern school-based operations. Attendance hearings will be held earlier and will trigger intervention team activity. Any student signing out of school must receive interventions, including discussion of alternative options, prior to leaving school. Students will be encouraged to continue their education in one of the alternative settings. Transfers to alternative settings will be completed.

Coordination with the juvenile justice system will strengthen communications with the district to assist court-involved students to stay in school and to make successful transition back to the district. The district will partner with the Juvenile Justice Commission and Parole Aftercare to expedite placement of students returning to the district. The district will continue to participate in the Paterson Village Initiative.

A Transition Center will be established, contingent upon the award of the Transitions Grant. This center will provide a drop-off center for truant students, an in-school suspension program and a bilingual community outreach worker to counsel both students and parents and provide interventions targeting Hispanic students.

A formalized Mentoring Program will be implemented for Alternative Middle School students and the freshmen at-risk, contingent upon the award of the Mentoring Grant. The mentoring program is a partnership with Passaic County Community College, Passaic County Cultural and Heritage Council, Pilgrimage Outreach Ministries, First Union Bank and JP Morgan Trust Company. The purpose of the school-based mentoring program is to foster strong, trusting, long-standing relationships between at-risk youth and a caring adult mentor to provide a positive impact on the student's academic achievement, school attendance, interpersonal relationships, and high-risk behaviors.

Indicator # 5.1 (continued)**Pupil Attendance****Staff Taking the Lead & Projected Timelines**

Dropout Prevention Task Force Action Plan		
<i>Activity</i>	<i>Person Responsible</i>	<i>Implementation Date</i>
Leading Edge – at risk 9 th graders	Dr. Jack Perna	Summer 2002
Alternative Middle School Program Summer School	Dr. Jack Perna Dr. Judith Albornoz	Summer 2002
Eastside 9 th Grade Prep	Jeanette S. Lyde	September 2002
Rebound Program	Jeanette S. Lyde	September 2002
Youth Corps Academy	Sr. Theresa Orbegozo	September 2002
Daylight Program	Sr. Theresa Orbegozo	September 2002
Intervention Teams	Dr. Judith Albornoz	September 2002
Revised policies and procedures	Jeanette S. Lyde	September 2002
Coordination with Juvenile Justice	Dr. Judith Albornoz	On-going
7 th & 8 th Grade Interventions	Dr. Joseph Fulmore, Sr. Dennis Sevano	September 2002
Transitions Grant	Dr. Jack Perna Dr. Judith Albornoz	Upon grant award
Mentoring Grant	Dr. Jack Perna Dr. Judith Albornoz	Upon grant award
Dropout Prevention Task Force	Dr. Edwin Duroy Dr. Judith Albornoz	On-going

Explanation of Issue and Progress in Past Year

During the past five years the Paterson Public School District has experienced a dropout rate well in excess of the state mandated 10%. The district rate has decreased 7.5 percentage points from 1997-98 (18.2%) to 2001-02 (10.7%) and the district is now very close to compliance. While the dropout rate for Eastside High School and John F. Kennedy High School is higher than the district rate, the high schools should meet the state standard during the coming year.

Progress in Decreasing the Dropout Rate						
	1998-99	1999-00	2000-01	2001-02	Benchmark	+/- 2001-2002 Benchmark
Eastside High School	16.9%	10%	14.2%	11.9%	10%	+1.9
KennedyHigh School	15.9%	18.9%	15.8%	13.0%	10%	+3.0
<i>District</i>	15.2%	13.5%	14.2%	10.7%	10%	+0.7

This year the district has enhanced its dropout prevention strategies in a number of ways. Dropout Prevention Specialists and Health and Social Services Coordinators are in place at both comprehensive high schools. They worked together with the Parent Coordinators and Attendance Officers to keep students in school or to facilitate appropriate transfers for students who were not succeeding. Each of the comprehensive high schools has five attendance officers, as well as Paterson Police Officers and Parole Officers on site. The Guidance Counselors and School Based Youth Services Programs have been providing support to students at risk of dropping out of school. Silk City 2000 Academy and the Adult High School have accepted appropriate transfer students from the comprehensive high schools. In September 2001, the Alternative Middle School Program opened, providing services to at-risk middle level students and smoothing their transition to high school.

In January, the *Dropout Prevention Task Force* was convened to develop an action plan to address the persistent dropout problem. The mission of the Task Force is to lower the dropout rate to comply with the state mandate, to examine all of the factors that influence students who drop out of school, and to develop strategies and programs that target the most at-risk students.

The Task Force reviewed the disaggregation of dropout data, which reveals that the greatest incidence occurs in the freshman and sophomore years among Hispanic and African American male students. Hispanic and African American female students fall into third and fourth positions.

The Task Force identified strategies within five categories: programs, scheduling, interventions, policies and procedures, and tracking/record keeping. All of the options discussed comprised assessing what the district is currently doing as a first step. Planning efforts re-focused and revised current practices to meet the needs of the most at-risk students.

Indicator # 5.2 (continued)**Dropout Rate**

The Dropout Prevention Task Force Action Plan comprises the following programs, which will be implemented this summer. The *Leading Edge Program* is a program for next year's freshmen that provides them with an orientation to high school and allows them to earn five high school credits during the six-week summer program. Students will participate in field trips, cultural and recreational activities each week, including a tour of lower Manhattan (ground zero). The program is being run at Eastside and Kennedy High Schools as a part of the PEP-21 (21st Century Community Learning Centers) grant. Guidance Counselors and Principals identified more than 200 graduating eighth graders who were potentially at risk of dropping out before graduation because of poor attendance, academic failure, behavioral problems, suspensions, court involvement, pregnancy or substance abuse. All were recommended for the Leading Edge Program.

The eighth grade Summer Enrichment Program is designed to give them a leg-up on the GEPA. Lightspan curriculum will supplement the district's curriculum using computers and hands-on manipulatives. Students participate in a variety of activities that will include sports clinic, field trips to museums, aquariums, parks and theaters each week.

The Alternative Middle School Program students were all encouraged to attend one of the summer programs to reinforce the academic and behavioral skills they learned during the school year and, for the 8th graders moving on to high school, to begin to bond with their peers.

During the second semester of the year, students wishing to leave school were counseled regarding alternative options that would allow them to continue their education and graduate, including Silk City 2000 Academy and the Adult High School. Students were recommended for summer school to provide them with an opportunity to recover credit lost due to failure.

The Dropout Prevention Specialists and Health and Social Services Coordinators directed their efforts to the freshman classes where the district is experiencing the greatest number of dropouts.

Obstacles Encountered

Mobilizing a district wide effort – the Dropout Prevention Task Force – has required an enormous effort on the part district administrators. The Task Force met at least twice monthly in order to develop an Action Plan for the activities for the coming year. In addition, a number of the administrators on the Task Force were charged with facilitating subcommittees that would then report back to the full group. This required a rigorous work schedule, especially for the high school division. The collaboration, however, was powerful and effective.

Confronting an obstinate dropout rate to bring it into compliance has illuminated some additional problems that the district must address.

The district's highest dropout rate is among freshmen. However, a 9th grader who is on grade level should be fourteen; freshmen who are dropping out must be at least sixteen and may have repeated two years already. The district must put in place early interventions for those students who are failing.

Indicator # 5.2 (continued)**Dropout Rate**

Many students at risk who enter the high school would benefit from a smaller setting with more individualized instruction. Students in alternative settings and in the academies are experiencing less difficulty staying in school. The district must continue to develop additional options for students.

The district's attendance policy must be revised and implemented consistently and at all levels throughout the district.

Intervention teams, with the Guidance Counselors taking the lead, must facilitate transfers to alternative settings for students who are not succeeding in the comprehensive high schools.

Strategies for Improvement

The Action Plan comprises the following strategies designed to prevent students from leaving school:

The Rebound Program will provide an alternative setting for repeating 9th graders in which they can recover credit. It is a “twilight” configuration that will offer the four core content areas, counseling, employment connections and small classes with individualized attention. The goal is for students to rebound academically and be able to re-enter the regular day program successfully. Both Eastside and Kennedy will have Rebound Programs.

The Youth Corps Academy will provide an alternative daytime setting for students who are unable to function successfully in a large comprehensive high school. The program will comprise work-based learning, community service, technology, and credit-bearing courses (instead of GED preparation, as in the current New Jersey Youth Corps Program model).

Identification of in-coming freshman at-risk of dropping out will allow the district to provide focused services to them. Credit-bearing summer programs have been implemented to provide these students with a strong orientation to and foundation for success in high school. These students will be monitored in the fall when they enter their respective high schools.

Eastside 9th Grade Prep will place all incoming freshman in a separate wing of Eastside High School. The 9th Grade Prep will have its own administration and will function as a school-within-a-school. A focused freshman seminar will provide students with a foundation for success in high school. Faculty, guidance counselors and the School Based Youth Services Program (SBYSP) will be located in the designated wing of the building.

Intervention Teams comprising Guidance Counselors, Dropout Prevention Specialists, Health & Social Services Coordinators, Attendance Officers, Nurses, Substance Awareness Coordinators, Parent coordinators and Intervention & Referral Services Teams will provide consistent interventions across the district. Monthly reports and activities will be monitored centrally.

Revised policies and procedures for student attendance and students leaving school will govern school-based operations. Attendance hearings will be held earlier and will trigger intervention team activity. Any student signing out of school must receive interventions, including discussion of alternative options, prior to leaving school. Students will be encouraged to continue their education in one of the alternative settings. Transfers to alternative settings will be completed.

Indicator # 5.2 (continued)

Dropout Rate

Coordination with the juvenile justice system will strengthen communications with the district to assist court-involved students to stay in school and to make successful transition back to the district. The district will partner with the Juvenile Justice Commission and Parole Aftercare to expedite placement of students returning to the district. The district will continue to participate in the Paterson Village Initiative.

A Transition Center will be established, contingent upon the award of the Transitions Grant. This center will provide a drop-off center for truant students, an in-school suspension program and a bilingual community outreach worker to counsel both students and parents and provide interventions targeting Hispanic students. The community outreach worker will also be charged with interviewing students who drop out to provide the district with some rich data to inform future actions.

A formalized Mentoring Program will be implemented for Alternative Middle School students and the freshmen at-risk, contingent upon the award of the Mentoring Grant. The mentoring program is a partnership with Passaic County Community College, Passaic County Cultural and Heritage Council, Pilgrimage Outreach Ministries, First Union Bank and JP Morgan Trust Company. The purpose of the school-based mentoring program is to foster strong, trusting, long-standing relationships between at-risk youth and a caring adult mentor to provide a positive impact on the student's academic achievement, school attendance, interpersonal relationships, and high-risk behaviors.

Staff Taking the Lead & Projected Timelines

Dropout Prevention Task Force Action Plan		
<i>Activity</i>	<i>Person Responsible</i>	<i>Implementation Date</i>
Leading Edge – at risk 9 th graders	Dr. Jack Perna	Summer 2002
Alternative Middle School Program Summer School	Dr. Jack Perna Dr. Judith Albornoz	Summer 2002
Eastside 9 th Grade Prep	Jeanette S. Lyde	September 2002
Rebound Program	Jeanette S. Lyde	September 2002
Youth Corps Academy	Sr. Theresa Orbegoza	September 2002
Daylight Program	Sr. Theresa Orbegoza	September 2002
Intervention Teams	Dr. Judith Albornoz	September 2002
Revised policies and procedures	Jeanette S. Lyde	September 2002
Coordination with Juvenile Justice	Dr. Judith Albornoz	On-going
7 th & 8 th Grade Interventions	Dr. Joseph Fulmore, Sr. Dennis Sevano	September 2002
Transitions Grant	Dr. Jack Perna Dr. Judith Albornoz	Upon grant award
Mentoring Grant	Dr. Jack Perna Dr. Judith Albornoz	Upon grant award
Dropout Prevention Task Force	Dr. Edwin Duroy Dr. Judith Albornoz	On-going

Indicator # 7.1**State Aid**

The district shall accurately report enrollment and other data necessary for the State Aid calculations by the dates specified by the Department of Education.

	1999-00 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
ASSA Enrollments	95%-100%	98%-100%	98%-100%	98%-100%
ASSA Low Income Verification	95%-100%	98%-100%	98%-100%	98%-100%

Explanation of Issues and Progress in Past Year

- Documentation for the total number of low-income students reported on the ASSA report as it relates to the student lunch application.
- Excellent progress made through the implementation of strategies in the Action Plan of the 2001-2002 school year. This was demonstrated by the results of the internal audit conducted for low-income verification after the submission of the ASSA report.
- The audit review showing 100 percent accuracy under “low income” totals. The ASSA enrollment accuracy count is projected at 98%-100% for the following year.

Obstacles Encountered

In a centralized system, when a student transfers within the district, (school to school) during the time applications are collected at the beginning of the school year to the October 15 reporting date, the obstacle becomes the location of the application. To ease this burden, a system has been put in place to track the location of the lunch application from the collection deadline to the ASSA report calculation date.

Strategies for Improvement

Central Office will continue to enhance its internal controls associated with the electronic registers used for the Application for State School Aid.

Lead Cafeteria Monitors will continue to collect, calculate and make the initial determination of all lunch applications at the school level. They will then submit applications to the Internal Monitor at Central Office.

The Internal Monitor will review calculations. The final calculations will be entered into the database for tabulation of all low-income students for state aid calculations.

Staff Taking the Lead**Timeline**

MIS Supervisor & Pupil Accountability Supervisor	Ongoing
Lead Cafeteria Monitors & Internal Monitor	9/6/02 -9/20/02
Internal Monitor, Central Monitors MIS Supervisor	9/23/02 –10/15/02

Indicator # 7.2**Generally Accepted Accounting Principals/GAAP**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	98-100%	98-100%	98%-100%

The district shall implement a uniform system of double entry bookkeeping and GAAP Accounting in accordance with N.J.A.C.: 6A:23-2.1a

The Business Office purchased a new version of Edumet software that will enhance the capabilities with regard to financial reporting. The noted software will be put on line during the 2002-03 school year. The Business Department staff, software vendor and external auditor will continue to work in concert to provide a separate Fund 15 balance sheet on its monthly Board Secretary Report. The Business Department remains committed in providing accurate and timely financial reports to the Paterson Board of Education and New Jersey State Department of Education at an accurate rate of 98-100%.

Obstacles Encountered

None. The budgeted allocations were available.

Strategies for Improvement

Continue to submit accurate financial reports to the District Board of Education and the Department of Education.

Continue to utilize the appropriate process with representatives of Edumet who provides the software program utilized by the district. Continue to meet with the auditors to ensure that all reports, information and supporting documentation will be produced for the audit.

Staff Taking the Lead

Business Administrator
Business Office Staff

Projected Timeline

Ongoing
Ongoing

Indicator # 7.3**Over-Expenditure of Funds**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	98-100%	98-100%	98-100%

The district Board of Education shall implement adequate controls to prevent over-expenditure of any funds or yearly deficit in major accounts in accordance with N.J.A.C.:6A:23-2.11

Explanation of Issues and Progress in Past Year

The district is compliant in this indicator. The Business Administrator and Comptroller shall continue to work with the staff of the various divisions in Business Services, as well as other departments in the School District, to develop appropriate internal controls and procedures to ensure compliance with code and statute.

Obstacles Encountered

None.

Strategies for Improvement

Continue to take the necessary steps to ensure compliance in this area.

Staff Taking the Lead

Business Administrator
Comptroller

Projected Timeline

Ongoing
Ongoing

Indicator 7.4**Annual Audit and Recommendations**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	15 recommendations 6 repeats	10 recommendations 6 repeats	7 recommendations 6 repeats

By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1et seg.

The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately preceding monitoring.

Obstacles Encountered

None. All non-compliant areas and recommendations have been completed. Auditors are presently reviewing information. The 2001-02 auditors report will be completed and filed with the State Department of Education by November 1, 2002. A corrective action plan will be developed if necessary.

Strategies for Improvement

The district board of education shall implement a corrective action plan in response to the recommendations contained in the Management Report.

The district will monitor the activities identified in the corrective Action Plan to ensure compliance with all audit recommendations.

The district is confident that it will meet or surpass the projection for the 2001-02 school year, which will be verified by the External Auditors' Management Report.

Continue to monitor the completion of all transactions including deposits, adjustments and transfers.

Staff Taking Lead

Business Administrator

Projected Timelines

November 2002

Indicator 7.5**Transportation**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	100%	100%	100%

The district shall administer school transportation contracts.

All transportation contracts shall be submitted to the county superintendent for approval in accordance with N.J.A.C. 6:27-9.1

Explanation of Issues and Progress in Past Year

The Business Administrator in conjunction with the Department of Student Transportation shall continue to administer all transportation contracts.

The Department of Student Transportation shall continue to maintain controls for the reporting of all data relating to the Annual District Report of Transported Students (DRTRS) to ensure accuracy of all reporting.

Obstacles

None.

Strategies for Improvement

Continue to ensure that all transportation contracts are submitted to the Superintendent in the prescribed format.

Continue to ensure that the district report of transported resident students (DRTRS) is accurate and filed in a timely manner.

Staff Taking the Lead**Projected Timelines**

Business Administrator
Supervisor

Ongoing
Ongoing

Indicator 7.6

Health & Safety

1999-00 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
18 schools have one or more "No" on the 100% compliant list 10 schools have less than 80% "Yes" on the 80% compliant list	17 schools have one or more "No" on the 100% compliant list 7 schools have less than 80% "Yes" on the 80% compliant list	14 schools have one or more "No" on the 100% compliant list 5 schools have less than 80% "Yes" on the 80% compliant list	12 schools have one or more "No" on the 100% compliant list 4 schools have less than 80% "Yes" on the 80 % compliant list.

Pursuant to state and federal regulations, the district shall comply annually with health and safety requirements. N.J/A/C/ 6:8-2.9(a)6

Explanation of Issues and Progress in Past Year

The school facility inspection has been completed and the district has identified the health and safety concerns at each school. A School Facilities checklist has been developed (based on the inspection of the facility by the building principal and facilities supervisor). The checklist is being utilized to identify the scope of work and the bidding process.

Obstacles Encountered

The district has undergone numerous changes as far as facilities are concerned. The district priority has been to provide alternative learning sites for its students. The time expended on this endeavor has had an effect on the number of completed work orders.

Strategies for Improvement

- Complete all health and safety issues at district schools
- Schedule and monitor onsite inspections of buildings.
- Monitor the implementation of an ongoing maintenance program.
- Implement seminars for maintenance staff in regard to preventive maintenance repair procedures.

Staff Taking Lead

Supervisor of Maintenance and Custodial Services
Assistant Supervisor of Maintenance and Custodial Services

Projected Timelines

Ongoing
Ongoing

Indicator 7.7**Comprehensive Maintenance Plan**

	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
# of Substandard Spaces	2	2	2	0

The district board of education shall develop and implement a multi-year (3-5 years) comprehensive maintenance plan. The comprehensive maintenance plan shall be both corrective and preventative, including the interior and exterior conditions of each building and grounds. The plan shall address each of the major systems and areas of heating/ventilation/air conditioning, mechanical, plumbing, electrical, structural and grounds.

Explanation of Issues and Progress in Past Year

The district is aware of its obligation to conduct annual inspections of each school building for adherence to health and safety codes and to cooperate with local, county, and state officials with health and safety inspections.

The Maintenance department has completed the LAW/WAN based tracking system which enabled each individual site to enter a work order. The new site for the maintenance and facilities department has enabled the department to provide consistent support to sites and has reduced the backlog of work orders to 1½ months.

Obstacles Encountered

During the past two years, the district has undergone numerous changes as far as facilities are concerned. The district priority has been to provide alternative learning sites for its students. The time expended on this endeavor has had an effect on the number of completed work orders. Presently, there is a 1½ month backlog of work orders. Personnel issues and funding continue to be obstacles facing the department.

Strategies for Improvement

The backlog of incomplete work orders continues to be prioritized and is an ongoing process. The facilities department will determine the work orders and prioritized corrective and preventive work on a as needed basis.

Additional maintenance staff for evening hours was budgeted for depending upon contract negotiations.

The maintenance department staff will continue to have seminars to introduce them to new maintenance repair procedures and custodial cleaning.

Taking the Lead

Director of Facilities
Sector Supervisors

Projected Timeline

Ongoing
Ongoing

Indicator 7.8**Facilities Master Plan**

	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Portable Trailers	2	2	21	17
# of Substandard Spaces	2	2	2	0

The district board of education shall review and revise the long-range facilities master plan at least once every five years, pursuant to N.J.A.C. 6:22-7.1

The long-range facilities master plan shall be approved by the county superintendent of schools, pursuant to N.J.A.C. 6:22-7.1 (b.)

The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms, pursuant to N.J.A.C. 6:22-6.1.

The temporary trailers shall be approved by the Bureau of Facility Planning Service.

A district with a school or schools on split sessions shall fail to meet the standards of this indicator.

Explanation of Issues and Progress in Past Year

The district engineer, in conjunction with the facilities department, reviewed and revised the Long-Range Facilities Master Plan in accordance with the New Jersey Administrative Code.

The revised Master Plan includes the construction of ten (10) new elementary schools, which will house grades kindergarten through 8, and one (1) new high school.

The Director of Facilities did oversee the construction of all new school additions. Work has been completed at schools 13, 20, 21, 24, 26, and 27.

The district's Long Range Facilities Plan submitted to the Passaic County Superintendent of Schools has been approved.

The district has two remaining substandard classrooms at school #26.

Twenty one (21) trailers have been installed at district schools. School 15 (2 trailers), School 3 (2 trailers), School 26 (11 trailers), School 27 (4 trailers), and School 18 (2 trailers). These trailers have been approved by the State Department of Education for temporary use of the Early Childhood programs at the above mentioned schools.

Indicator 7.8 *(continued)*

Facilities Master Plan

Obstacles Encountered

School #26, in the basement there are two classrooms in need of duct work for ventilation.

Strategies for Improvement

Continue meetings to review status of five year plan from the original submission date of July 1, 1985 and submit same to county superintendent of schools for review and renewal. (N.J.A.C.6:22-7.1[b])

The district will continue to adopt emergency provisions for accommodation of school pupils in substandard school facilities.

The district has made a concerted effort for the ongoing construction of additions at many of the schools coupled with the purchase and renovation of alternate sites This further demonstrates the district's intent to be compliant with regards to this indicator.

Staff Taking Lead

Director of Facilities
District Engineer

Projected Timelines

Ongoing
Ongoing

Facilities

A. Substandard Spaces

21 trailers for Early Childhood Classrooms at: School 3 (2 trailers), School 15 (2 trailers), School 18 (2 trailers) School 26 (11 trailers), and School 27 (4 trailers).

B. Capital Construction Projects

Market Street Mall
 Temple Emanuel
 160 Ward Street
 Saint Pauls
 Gorny & Gorny
 Colt Street

Work in progress
 Work in progress
 Renovated 2nd floor
 Purchased
 Leasing
 Leasing

**ATTAINMENT OF PROGRESS
 CORRECTIVE ACTION PLANS**

DISTRICT: PATERSON

#	INDICATOR	STATUS*	EXPECTATION**
5.1	Pupil Attendance	Compliant	Yes
5.2	Dropout Rate	Non-Compliant	Yes
6.1	Certified Teaching Staff	Compliant	Yes

7.1	State Aid	Compliant	Yes
7.2	Generally Accepted Accounting Principles	Compliant	<i>Yes</i>
7.3	Over expenditure of Funds	Compliant	Yes
7.4	Annual Audit and Recommendations	Non-Compliant	Yes
7.5	Transportation Contracts	Compliant	<i>Yes</i>
7.6	Health and Safety	Non-Compliant	<i>Yes</i>
7.7	Comprehensive Maintenance Plan	Non-Compliant	Yes
7.8	Facilities Master Plan	Non-Compliant	Yes

* Indicate if you are currently compliant or non-compliant

** For any non-compliant indicators, indicate if you expect to be compliant by June 30, 2003.

Indicator # 5.1

Pupil Attendance

Explanation of Issue and Progress in Past Year

The average daily attendance for the Paterson Public School district has been stable. The two comprehensive high schools, Eastside and John F. Kennedy, however, have not met the state mandate of 90 percent average daily attendance. Both of the schools have increased the average daily attendance rate this year and are optimistic that they can meet the state standard during the coming year. The chart below indicates the progress made.

Progress in Increasing Pupil Attendance						
	1998-99 Actual	1999-00 Actual	2000-01 Actual	2001-02 Actual	Benchmark	+/- Benchm ark
Eastside High School	88.5%	85.6%	85%	87.6%	90%	-2.4%
Kennedy High School	88.7%	87.8%	86.1%	86.7 %	90%	-2.3%
District	92.7%	92.3%	92.6%	92.9 %	Maintai n	+2.9%

This year the district has improved its high school attendance by enhancing the dropout prevention strategies. Since attendance affects the dropout rate, a primary strategy in keeping students in school must be improving their attendance. Dropout Prevention Specialists and Health and Social Services Coordinators are in place at both comprehensive high schools. They worked together with the Parent Coordinators and Attendance Officers to keep students in school or to facilitate appropriate transfers for students who were not succeeding. Each of the comprehensive high schools has five attendance officers, as well as Paterson Police Officers and

Parole Officers on site. The Guidance Counselors and School Based Youth Services Programs have been providing support to students with poor attendance. Silk City 2000 Academy and the Adult High School have accepted appropriate transfer students from the comprehensive high schools. In September 2001, the Alternative Middle School Program opened, providing services to at-risk middle level students and smoothing their transition to high school.

In January, the **Dropout Prevention Task Force** was convened to develop an action plan to address the persistent dropout problem. The mission of the Task Force is to lower the dropout rate to comply with the state mandate, to examine all of the factors that influence students who drop out of school, and to develop strategies and programs that target the most at-risk students.

The Task Force examined all aspects of the dropout and attendance problems and developed strategies, programs and restructuring efforts to keep students in school. The Task Force Action Plan for the summer and the coming year is a blueprint for interventions designed to improve attendance. A summer program for in-coming freshmen at risk of dropping out, the Leading Edge Program, will provide academic preparation for high school as

well as recreation, cultural activities and field trips. The program is intended to foster the kinds of bonds among the students that will provide a social foundation for their 9th grade year. The academic program will give them a leg-up; all students who complete the Leading Edge Program will be awarded five (5) credits.

Indicator # 5.1**Pupil Attendance**

The Task Force reviewed current programs, restructured and coordinated their implementation to strengthen and enhance the services provided to students. The PEP-21 (21st Century Community Learning Centers) grant and CLASS (Career Learning Academies and Small Schools) coordinated their efforts with the Task Force.

Cluster Assistant Superintendents, Principals and Guidance Counselors worked collaboratively to identify at-risk students for targeted interventions and programs. The Attendance Officers, Dropout Prevention Specialists and Health and Social Services Coordinators directed their efforts to the freshman classes where the district is experiencing the greatest number of dropouts.

Obstacles Encountered

Mobilizing a district wide effort – the Dropout Prevention Task Force – has required an enormous effort on the part district administrators. The Task Force met at least twice monthly in order to develop an Action Plan for the coming year. In addition, a number of the administrators on the Task Force were charged with facilitating subcommittees that would then report back to the full group. This required a rigorous work schedule, especially for the high school division. The collaboration, however, was powerful and effective.

That the district's attendance policy must be revised and implemented consistently and at all levels throughout the district became obvious during the work of the Task Force this year. The difficulty lies in making students accountable and keeping them in school.

Strategies for Improvement

The Action Plan comprises the following strategies designed to prevent students from leaving school:

The Rebound Program will provide an alternative setting for repeating 9th graders in which they can recover credit. It is a “twilight” configuration that will offer the four core content areas, counseling, employment connections and small classes with individualized attention. The goal is for students to rebound academically and be able to re-enter the regular day program successfully. Both Eastside and Kennedy will have Rebound Programs.

The Youth Corps Academy will provide an alternative daytime setting for students who are unable to function successfully in a large comprehensive high school. The program will comprise work-based learning, community service, technology, and credit-bearing courses (instead of GED preparation, as in the current New Jersey Youth Corps Program model).

Identification of in-coming freshman at-risk of dropping out will allow the district to provide focused services to them. Credit-bearing summer programs have been implemented to provide these students with a strong orientation to and foundation for success in high school. These students will be monitored in the fall when they enter their respective high schools.

Indicator # 5.1***Pupil Attendance***

Eastside 9th Grade Prep will place all incoming freshman in a separate wing of Eastside High School. The 9th Grade Prep will have its own administration and will function as a school-within-a-school. A focused freshman seminar will provide students with a foundation for success in high school. Faculty, guidance counselors and the School Based Youth Services Program (SBYSP) will be located in the designated wing of the building.

Intervention Teams comprising Guidance Counselors, Dropout Prevention Specialists, Health & Social Services Coordinators, Attendance Officers, Nurses, Substance Awareness Coordinators, Parent Coordinators and Intervention & Referral Services Teams will provide consistent interventions across the district. Monthly reports and activities will be monitored centrally.

Revised policies and procedures for student attendance and students leaving school will govern school-based operations. Attendance hearings will be held earlier and will trigger intervention team activity. Any student signing out of school must receive interventions, including discussion of alternative options, prior to leaving school. Students will be encouraged to continue their education in one of the alternative settings. Transfers to alternative settings will be completed.

Coordination with the juvenile justice system will strengthen communications with the district to assist court-involved students to stay in school and to make successful transition back to the district. The district will partner with the Juvenile Justice Commission and Parole Aftercare to expedite placement of students returning to the district. The district will continue to participate in the Paterson Village Initiative.

A Transition Center will be established, contingent upon the award of the Transitions Grant. This center will provide a drop-off center for truant students, an in-school suspension program and a bilingual community outreach worker to counsel both students and parents and provide interventions targeting Hispanic students.

A formalized Mentoring Program will be implemented for Alternative Middle School students and the freshmen at-risk, contingent upon the award of the Mentoring Grant. The mentoring program is a partnership with Passaic County Community College, Passaic County Cultural and Heritage Council, Pilgrimage Outreach Ministries, First Union Bank and JP Morgan Trust Company. The purpose of the school-based mentoring program is to foster strong, trusting, long-standing relationships between at-risk youth and a caring adult mentor to provide a positive impact on the student's academic achievement, school attendance, interpersonal relationships, and high-risk behaviors.

*Indicator # 5.1*Staff Taking the Lead & Projected Timelines

<i>Dropout Prevention Task Force Action Plan</i>		
<i>Activity</i>	<i>Person Responsible</i>	<i>Implementation Date</i>
<i>Leading Edge – at risk 9th graders</i>	<i>Dr. Jack Perna</i>	<i>Summer 2002</i>
<i>Alternative Middle School Program</i>	<i>Dr. Jack Perna</i>	<i>Summer 2002</i>
<i>Summer School</i>	<i>Dr. Judith Albornoz</i>	
<i>Eastside 9th Grade Prep</i>	<i>Jeanette S. Lyde</i>	<i>September 2002</i>
<i>Rebound Program</i>	<i>Jeanette S. Lyde</i>	<i>September 2002</i>
<i>Youth Corps Academy</i>	<i>Sr. Theresa Orbegozo</i>	<i>September 2002</i>
<i>Daylight Program</i>	<i>Sr. Theresa Orbegozo</i>	<i>September 2002</i>
<i>Intervention Teams</i>	<i>Dr. Judith Albornoz</i>	<i>September 2002</i>
<i>Revised policies and procedures</i>	<i>Jeanette S. Lyde</i>	<i>September 2002</i>
<i>Coordination with Juvenile Justice</i>	<i>Dr. Judith Albornoz</i>	<i>On-going</i>
<i>7th & 8th Grade Interventions</i>	<i>Dr. Joseph Fulmore, Sr. Dennis Sevano</i>	<i>September 2002</i>
<i>Transitions Grant</i>	<i>Dr. Jack Perna Dr. Judith Albornoz</i>	<i>Upon grant award</i>
<i>Mentoring Grant</i>	<i>Dr. Jack Perna Dr. Judith Albornoz</i>	<i>Upon grant award</i>
<i>Dropout Prevention Task Force</i>	<i>Dr. Edwin Duroy Dr. Judith Albornoz</i>	<i>On-going</i>

Indicator # 5.2**Dropout Rate****Explanation of Issue and Progress in Past Year**

During the past five years the Paterson Public School District has experienced a dropout rate well in excess of the state mandated 10%. The district rate has decreased 7.5% since 1997-98 (18.2%) to 2001-02 (10.7%) and the district is now very close to compliance. While the dropout rate for Eastside High School and John F. Kennedy High School is higher than the district rate, the high schools should meet the state standard during the coming year.

<i>Progress in Decreasing the Dropout Rate</i>						
	<i>1998-99</i>	<i>1999-00</i>	<i>2000-01</i>	<i>2001-02</i>	<i>Benchmark</i>	<i>+/- Benchmark</i>
<i>Eastside High School</i>	<i>16.9%</i>	<i>10%</i>	<i>14.2%</i>	<i>11.9%</i>	<i>10%</i>	<i>+1.9%</i>
<i>Kennedy High School</i>	<i>15.9%</i>	<i>18.9%</i>	<i>15.8%</i>	<i>13.0%</i>	<i>10%</i>	<i>+3.0%</i>
<i>District</i>	<i>15.2%</i>	<i>13.5%</i>	<i>14.2%</i>	<i>10.7%</i>	<i>10%</i>	<i>+0.7%</i>

This year the district has enhanced its dropout prevention strategies in a number of ways. Dropout Prevention Specialists and Health and Social Services Coordinators are in place at both comprehensive high schools. They worked together with the Parent Coordinators and Attendance Officers to keep students in school or to facilitate appropriate transfers for students who were not succeeding. Each of the comprehensive high schools has five attendance officers, as well as Paterson Police Officers and Parole Officers on site. The Guidance Counselors and School Based Youth Services Programs have been providing support to students at risk of dropping out of school. Silk City 2000 Academy and the Adult High School have accepted appropriate transfer students from the comprehensive high schools. In September 2001, the Alternative Middle School Program opened, providing services to at-risk middle level students and smoothing their transition to high school.

In January, the ***Dropout Prevention Task Force*** was convened to develop an action plan to address the persistent dropout problem. The mission of the Task Force is to lower the dropout rate to comply with the state mandate, to examine all of the factors that influence students who drop out of school, and to develop strategies and programs that target the most at-risk students.

The Task Force reviewed the disaggregation of dropout data, which reveals that the greatest incidence occurs in the freshman and sophomore years among Hispanic and African American male students. Hispanic and African American female students fall into third and fourth positions.

The Task Force identified strategies within five categories: programs, scheduling, interventions, policies and procedures, and tracking/record keeping. All of the options discussed comprised assessing what the district is currently doing as a first step. Planning efforts re-focused and revised current practices to meet the needs of the most at-risk students.

Indicator # 5.2**Dropout Rate**

The Dropout Prevention Task Force Action Plan comprises the following programs, which will be implemented this summer. The *Leading Edge Program* is a program for next year's freshmen that provides them with an orientation to high school and allows them to earn five high school credits during the six-week summer program. Students will participate in field trips, cultural and recreational activities each week, including a tour of lower Manhattan (ground zero). The program is being run at Eastside and Kennedy High Schools as a part of the PEP-21 (21st Century Community Learning Centers) grant. Guidance Counselors and Principals identified more than 200 graduating eighth graders who were potentially at risk of dropping out before graduation because of poor attendance, academic failure, behavioral problems, suspensions, court involvement, pregnancy or substance abuse. All were recommended for the Leading Edge Program.

The eighth grade Summer Enrichment Program is designed to give them a leg-up on the GEPA. Lightspeed curriculum will supplement the district's curriculum using computers and hands-on manipulatives. Students participate in a variety of activities that will include sports clinic, field trips to museums, aquariums, parks and theaters each week.

The Alternative Middle School Program students were all encouraged to attend one of the summer programs to reinforce the academic and behavioral skills they learned during the school year and, for the 8th graders moving on to high school, to begin to bond with their peers.

During the second semester of the year, students wishing to leave school were counseled regarding alternative options that would allow them to continue their education and graduate, including Silk City 2000 Academy and the Adult High School. Students were recommended for summer school to provide them with an opportunity to recover credit lost due to failure.

The Dropout Prevention Specialists and Health and Social Services Coordinators directed their efforts to the freshman classes where the district is experiencing the greatest number of dropouts.

Obstacles Encountered

Mobilizing a district wide effort – the Dropout Prevention Task Force – has required an enormous effort on the part district administrators. The Task Force met at least twice monthly in order to develop an Action Plan for the activities for the coming year. In addition, a number of the administrators on the Task Force were charged with facilitating subcommittees that would then report back to the full group. This required a rigorous work schedule, especially for the high school division. The collaboration, however, was powerful and effective.

Confronting an obstinate dropout rate to bring it into compliance has illuminated some additional problems that the district must address.

The district's highest dropout rate is among freshmen. However, a 9th grader who is on grade level should be fourteen; freshmen who are dropping out must be at least sixteen and may have repeated two years already. The district must put in place early interventions for those students who are failing.

Indicator # 5.2

Many students at risk who enter the high school would benefit from a smaller setting with more individualized instruction. Students in alternative settings and in the academies are experiencing less difficulty staying in school. The district must continue to develop additional options for students.

The district's attendance policy must be revised and implemented consistently and at all levels throughout the district.

Intervention teams, with the Guidance Counselors taking the lead, must facilitate transfers to alternative settings for students who are not succeeding in the comprehensive high schools.

Strategies for Improvement

The Action Plan comprises the following strategies designed to prevent students from leaving school:

The Rebound Program will provide an alternative setting for repeating 9th graders in which they can recover credit. It is a “twilight” configuration that will offer the four core content areas, counseling, employment connections and small classes with individualized attention. The goal is for students to rebound academically and be able to re-enter the regular day program successfully. Both Eastside and Kennedy will have Rebound Programs.

The Youth Corps Academy will provide an alternative daytime setting for students who are unable to function successfully in a large comprehensive high school. The program will comprise work-based learning, community service, technology, and credit-bearing courses (instead of GED preparation, as in the current New Jersey Youth Corps Program model).

Identification of in-coming freshman at-risk of dropping out will allow the district to provide focused services to them. Credit-bearing summer programs have been implemented to provide these students with a strong orientation to and foundation for success in high school. These students will be monitored in the fall when they enter their respective high schools.

Eastside 9th Grade Prep will place all incoming freshman in a separate wing of Eastside High School. The 9th Grade Prep will have its own administration and will function as a school-within-a-school. A focused freshman seminar will provide students with a foundation for success in high school. Faculty, guidance counselors and the School Based Youth Services Program (SBYSP) will be located in the designated wing of the building.

Intervention Teams comprising Guidance Counselors, Dropout Prevention Specialists, Health & Social Services Coordinators, Attendance Officers, Nurses, Substance Awareness Coordinators, Parent coordinators and Intervention & Referral Services Teams will provide consistent interventions across the district. Monthly reports and activities will be monitored centrally.

Indicator # 5.2

Revised policies and procedures for student attendance and students leaving school will govern school-based operations. Attendance hearings will be held earlier and will trigger intervention team activity. Any student signing out of school must receive interventions, including discussion of alternative options, prior to leaving school. Students will be encouraged to continue their education in one of the alternative settings. Transfers to alternative settings will be completed.

Coordination with the juvenile justice system will strengthen communications with the district to assist court-involved students to stay in school and to make successful transition back to the district. The district will partner with the Juvenile Justice Commission and Parole Aftercare to expedite placement of students returning to the district. The district will continue to participate in the Paterson Village Initiative.

A Transition Center will be established, contingent upon the award of the Transitions Grant. This center will provide a drop-off center for truant students, an in-school suspension program and a bilingual community outreach worker to counsel both students and parents and provide interventions targeting Hispanic students. The community outreach worker will also be charged with interviewing students who drop out to provide the district with some rich data to inform future actions.

A formalized Mentoring Program will be implemented for Alternative Middle School students and the freshmen at-risk, contingent upon the award of the Mentoring Grant. The mentoring program is a partnership with Passaic County Community College, Passaic County Cultural and Heritage Council, Pilgrimage Outreach Ministries, First Union Bank and JP Morgan Trust Company. The purpose of the school-based mentoring program is to foster strong, trusting, long-standing relationships between at-risk youth and a caring adult mentor to provide a positive impact on the student's academic achievement, school attendance, interpersonal relationships, and high-risk behaviors.

Indicator # 5.2**Staff Taking the Lead & Projected Timelines**

<i>Dropout Prevention Task Force Action Plan</i>		
<i>Activity</i>	<i>Person Responsible</i>	<i>Implementation Date</i>
<i>Leading Edge – at risk 9th graders</i>	<i>Dr. Jack Perna</i>	<i>Summer 2002</i>
<i>Alternative Middle School Program Summer School</i>	<i>Dr. Jack Perna Dr. Judith Albornoz</i>	<i>Summer 2002</i>
<i>Eastside 9th Grade Prep</i>	<i>Jeanette S. Lyde</i>	<i>September 2002</i>
<i>Rebound Program</i>	<i>Jeanette S. Lyde</i>	<i>September 2002</i>
<i>Youth Corps Academy</i>	<i>Sr. Theresa Orbegozo</i>	<i>September 2002</i>
<i>Daylight Program</i>	<i>Sr. Theresa Orbegozo</i>	<i>September 2002</i>
<i>Intervention Teams</i>	<i>Dr. Judith Albornoz</i>	<i>September 2002</i>
<i>Revised policies and procedures</i>	<i>Jeanette S. Lyde</i>	<i>September 2002</i>
<i>Coordination with Juvenile Justice</i>	<i>Dr. Judith Albornoz</i>	<i>On-going</i>
<i>7th & 8th Grade Interventions</i>	<i>Dr. Joseph Fulmore, Sr. Dennis Sevano</i>	<i>September 2002</i>
<i>Transitions Grant</i>	<i>Dr. Jack Perna Dr. Judith Albornoz</i>	<i>Upon grant award</i>
<i>Mentoring Grant</i>	<i>Dr. Jack Perna Dr. Judith Albornoz</i>	<i>Upon grant award</i>
<i>Dropout Prevention Task Force</i>	<i>Dr. Edwin Duroy Dr. Judith Albornoz</i>	<i>On-going</i>

Indicator 7.1 State Aid**Compliant**

The district shall accurately report enrollment and other data necessary for the State Aid calculations by the dates specified by the Department of Education.

	1999-00 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
ASSA Enrollments	95%-100%	98%-100%	98%-100%	98%-100%
ASSA Low Income Verification	95%-100%	98%-100%	98%-100%	98%-100%

Explanation of Issues and Progress in Past Year

Documentation for the total number of low-income students reported on the ASSA report as it relates to the student lunch application. Excellent progress has been made through the implementation of strategies in the Action Plan of the 2001-2002 school year. This was demonstrated by the results of the internal audit conducted for low-income verification after the submission of the ASSA report. The audit review showed 100 percent accuracy under “low income” totals. The ASSA enrollment accuracy count is projected at 98%-100% for the following year.

Obstacles Encountered

In a centralized system, when a student transfers within the district, (school to school) during the time applications are collected at the beginning of the school year to the October 15 reporting date, the obstacle becomes the location of the application. To ease this burden, a system has been put in place to track the location of the lunch application from the collection deadline to the ASSA report calculation date.

Strategies for Improvement

- Central Office will continue to enhance its internal controls associated with the electronic registers used for the Application for State School Aid.
- Lead Cafeteria Monitors will continue to collect, calculate and make the initial determination of all lunch applications at the school level. They will then submit applications to the Internal Monitor at Central Office.
- The Internal Monitor will review calculations. The final calculations will be entered into the database for tabulation of all low-income students for state aid calculations.

Staff Taking the Lead**Timeline**

MIS Supervisor & Pupil Accountability Supervisor

Ongoing

Lead Cafeteria Monitors & Internal Monitor

9/6/02 -9/20/02

Internal Monitor, Central Monitors
MIS Supervisor

9/23/02 –10/15/02

Indicator 7.2 Generally Accepted Accounting Principals/GAAP:**Compliant**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	98-100%	98-100%	98%-100%

The district shall implement a uniform system of double entry bookkeeping and GAAP Accounting in accordance with N.J.A.C.: 6A:23-2.1a

The Business Office purchased a new version of Edumet software that will enhance the capabilities with regard to financial reporting. The noted software will be put on line during the 2002-03 school year. The Business Department staff, software vendor and external auditor will continue to work in concert to provide a separate Fund 15 balance sheet on its monthly Board Secretary Report. The Business Department remains committed in providing accurate and timely financial reports to the Paterson Board of Education and New Jersey State Department of Education at an accurate rate of 98-100%.

Obstacles Encountered

None. The budgeted allocations were available.

Strategies for Improvement

- Continue to submit accurate financial reports to the District Board of Education and the Department of Education.
- Continue to utilize the appropriate process with representatives of Edumet who provides the software program utilized by the district. Continue to meet with the auditors to ensure that all reports, information and supporting documentation will be produced for the audit.

Staff Taking the Lead

Business Administrator
Business Office Staff

Projected Timeline

Ongoing
Ongoing

Indicator 7.3 Over-Expenditure of Funds:

Compliant

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	98-100%	98-100%	98-100%

The district Board of Education shall implement adequate controls to prevent over-expenditure of any funds or yearly deficit in major accounts in accordance with N.J.A.C.:6A:23-2.11

Explanation of Issues and Progress in Past Year

The district is compliant in this indicator. The Business Administrator and Comptroller shall continue to work with the staff of the various divisions in Business Services, as well as other departments in the School District, to develop appropriate internal controls and procedures to ensure compliance with code and statute.

Obstacles Encountered

None.

Strategies for Improvement

- Continue to take the necessary steps to ensure compliance in this area.

Staff Taking the Lead

Business Administrator
Comptroller

Projected Timeline

Ongoing
Ongoing

Indicator 7.4 Annual Audit and Recommendations**Non-Compliant**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	15 recommendations 6 repeats	10 recommendations 6 repeats	7 recommendations 6 repeats

By November 5, the district shall fine an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1 et seq.

The district board of education shall implement a plan resulting in the correction of All audit recommendations. Recommendations shall not be repeated for the two years immediately preceding monitoring.

Obstacles Encountered

None. All non-compliant areas and recommendation have been completed. Auditors are presently reviewing information. The 2001-02 auditors report will be completed and filed with the State Department of Education by November 1, 2002. A corrective action plan will be developed if necessary.

Strategies for Improvement

- The district board of education shall implement a corrective action plan in response to the recommendations contained in the Management Report.
- The district will monitor the activities identified in the corrective Action Plan to ensure compliance with all audit recommendations.
- The district is confident that it will meet or surpass the projection for the 2001-02 school year, of which will be verified by the External Auditors' Management Report.
- Continue to monitor the completion of all transactions including deposits, adjustments and transfers.

Staff Taking Lead**Projected Timelines**

Indicator 7.5 Transportation**Compliant**

	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Annual District Rate	100%	100%	100%

The district shall administer school transportation contracts.

All transportation contracts shall be submitted to the county superintendent for approval in accordance with N.J.A.C. 6:27-9.1

Explanation of Issues and Progress in Past Year

The Business Administrator in conjunction with the Department of Student Transportation shall continue to administer all transportation contracts.

The Department of Student Transportation shall continue to maintain controls for the reporting of all data relating to the Annual District Report of Transported Students (DRTRS) to ensure accuracy of all reporting.

Obstacles

None.

Strategies for Improvement

- Continue to ensure that all transportation contracts are submitted to the Superintendent in the prescribed format.
- Continue to ensure that the district report of transported resident students (DRTRS) is accurate and filed in a timely manner.

Staff Taking the Lead

Business Administrator
Supervisor

Projected Timelines

Ongoing
Ongoing

Indicator 7.6 Health & Safety

Non-Compliant

1999-00 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
<ul style="list-style-type: none"> • 18 schools have one or more “No” on the 100% compliant list • 10 schools have less than 80% “Yes” on the 80% complaint list 	<ul style="list-style-type: none"> • 17 schools have one or more “No” on the 100% compliant list • 7 schools have less than 80% “Yes” on the 	<ul style="list-style-type: none"> • 14 schools have one or more “No” on the 100% compliant list • 5 schools have less than 80% “Yes” on the 80% compliant 	<ul style="list-style-type: none"> • 12 schools have one or more “No” on the 100% compliant list • 4 schools have less

	80% complaint list	list	than 80% “Yes” on the 80 % compliant list.
--	-----------------------	------	--

Pursuant to state and federal regulations, the district shall comply annually with health and safety requirements. N.J/A/C/ 6:8-2.9(a)6

Explanation of Issues and Progress in Past Year

The school facility inspection has been completed and the district has identified the health and safety concerns at each school. A School Facilities checklist has been developed (based on the inspection of the facility by the building principal and facilities supervisor). The checklist is being utilized to identify the scope of work and the bidding process.

Obstacles Encountered

The district has undergone numerous changes as far as facilities are concerned. The district priority has been to provide alternative learning sites for its students. The time expended on this endeavor has had an effect on the number of completed work orders.

Strategies for Improvement

- Complete all health and safety issues at district schools
- Schedule and monitor onsite inspections of buildings.
- Monitor the implementation of an ongoing maintenance program.
- Implement seminars for maintenance staff in regard to preventive maintenance repair procedures.

Staff Taking Lead

Supervisor of Maintenance and Custodial Services
Assistant Supervisor of Maintenance and Custodial Services

Projected Timelines

Ongoing
Ongoing

Indicator 7.7 Comprehensive Maintenance Plan**Non Compliant**

	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
# of Substandard Spaces	2	2	2	0

The district board of education shall develop and implement a multi-year (3-5 years) comprehensive maintenance plan. The comprehensive maintenance plan shall be both corrective and preventative, including the interior and exterior conditions of each building and grounds. The plan shall address each of the major systems and areas of heating/ventilation/air conditioning, mechanical, plumbing, electrical, structural and grounds.

Explanation of Issues and Progress in Past Year

The district is aware of its obligation to conduct annual inspections of each school building for adherence to health and safety codes and to cooperate with local, county, and state officials with health and safety inspections.

The Maintenance department has completed the LAW/WAN based tracking system which enabled each individual site to enter a work order.

The new site for the maintenance and facilities department has enabled the department to provide consistent support to sites and has reduced the backlog of work orders to 1½ months.

Obstacles Encountered

During the past two years, the district has undergone numerous changes as far as facilities are concerned. The district priority has been to provide alternative learning sites for its students. The time expended on this endeavor has had an effect on the number of completed work orders.

Presently, there is a 1½ month backlog of work orders.

Personnel issues and funding continues to be obstacles facing the department.

Strategies for Improvement

- The backlog of incomplete work orders continues to be prioritized and is an ongoing process. The facilities department will determine the work orders and prioritized corrective and preventive work on a as needed basis.
- Additional maintenance staff for evening hours was budgeted for depending upon contract negotiations.
- The maintenance department staff will continue to have seminars to introduce

them to new maintenance repair procedures and custodial cleaning.

Taking the Lead

Director of Facilities
Sector Supervisors

Projected Timeline

Ongoing
Ongoing

Indicator 7.8 Facilities Master Plan

Non Compliant

	1999-2000 Actual	2000-2001 Actual	2001-2002 Actual	2002-2003 Projected
Portable Trailers	2	2	21	17
# of Substandard Spaces	2	2	2	0

The district board of education shall review and revise the long-range facilities master plan at least one every five years, pursuant to N.J.A.C. 6:22-7.1

The long-range facilities master plan shall be approved by the county superintendent of schools, pursuant to N.J.A.C. 6:22-7.1 (b)

The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms, pursuant to N.J.A.C. 6:22-6.1

The temporary trailers shall be approved by the Bureau of Facility Planning Service

A district with a school or schools on split sessions shall fail to meet the standards of this indicator.

Explanation of Issues and Progress in Past Year.

The district engineer, in conjunction with the facilities department, reviewed and revised the Long-Range Facilities Master Plan, In accordance with the New Jersey Administrative Code.

The revised Master Plan includes the construction of ten (10) new elementary schools, which will house grades kindergarten through 8, and one (1) new high school.

The Director of Facilities did oversee the construction of all new school additions. Work has been completed at school 13,20,21,24,26, and 27.

The district's Long Range Facilities Plan submitted to the Passaic County Superintendent of Schools has been approved.

The district has two remaining substandard classrooms at school #26.

Twenty one (21) trailers have been installed at district schools. School 15 (2 trailers), School 3 (2 trailers), School 26 (1 trailers), School 27 (4 trailers), and School 18 (2 trailers). These trailers have been approved by the State Department of Education for temporary use of the Early Childhood programs at the above mentioned schools.

Indicator # 7.8

Obstacles Encountered

School #26, in the basement there are two classrooms in need of duct work for ventilation.

Strategies for Improvement

- Continue meetings to review status of five year plan from the original submission date of July 1, 1985 and submit same to county superintendent of schools for review and renewal. (N.J.A.C.6:22-7.1[b])
- The district will continue to adopt emergency provisions for accommodation of school pupils in substandard school facilities.
- The district has made a concerted effort for the ongoing construction of additions at many of the schools coupled with the purchase and renovation of alternate sites, further demonstrates the district's intent to be compliant with regards to this indicator.

Staff Taking Lead

Projected Timelines

Director of Facilities
District Engineer

Ongoing
Ongoing

Facilities

A. Substandard Spaces

21 trailers for Early Childhood Classrooms at: School 3 (2 trailers), School 15 (2 trailers), School 18 (2 trailers) School 26 (11 trailers), and School 27 (4 trailers).

C. Capital Construction Projects

**Market Street Mall
Temple Emanuel
160 Ward Street
Saint Pauls
Gorny & Gorny
Colt Street**

**Work in progress
Work in progress
Renovated 2nd floor
Purchased
Leasing
Leasing**

Corrective Action Plans

PATERSON PUBLIC SCHOOLS ANNUAL REPORT 2001-2002

APPENDICES

APPENDIX A

SCHOOL-BY-SCHOOL WHOLE SCHOOL REFORM IMPLEMENTATION STATUS 2001-2002

Appendix A

School-by-School Implementation Status 2001-2002

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 1</i> Model: CES Cohort: 2A Implementation Date: 1/00</p>	<p>All staff has been trained and continues the training process for the Coalition of Essential Schools (CES) Model. The staff at School No. 1 has worked collaboratively with the developer as well as CES coach to align the CES Principles with the district initiatives and the New Jersey Core Curriculum Content Standards. Four main committees (Educational Programs, Fiscal, School Climate, Media/Technology) and eight subcommittees (Curriculum Development, Staff Development, Fundraising, School Budget, Home School Council, Student Support Services, Personnel/Liaison, Ad Hoc) have been established and include participation among all staff members. The chairperson of each committee reports at SMT and faculty meetings. Two bulletin boards have been set up in the building. One is located in the conference room to keep staff informed of SMT meetings and decisions. The other one is located in the center hallway and reflects the CES activities.</p>	<p>The Home School Council and parent liaison will continue to work towards increasing parental awareness and involvement through meetings and newsletters.</p> <p>The facilitator and SMT members will work with the district office of Whole School Reform to complete budget and Implementation Plans.</p>
<p><i>School 2</i> Model: SFA Cohort: 1 Implementation Date: 9/98</p> <p>The SFA program was first introduced and implemented in 1991.</p>	<p>Previously staff has received refresher training in the Success For All components while new staff has received training to implement the program. School #2 is working with the developer to align the program with the New Jersey Core Curriculum Content Standards.</p> <p>The Family Support Team is chaired by a social worker hired specifically for the Success For All program. The Family Support Team meets on a weekly basis.</p>	<p>Pre-service and substitute teachers are being identified to help address issues of staff illness and leaves of absence which impact the delivery of the program.</p> <p>The number of tutoring slots have been increased.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 3</i> Model: Community For Learning Cohort: 2 Implementation Date: 9/99</p>	<p>The third year of Community For Learning was completed. To properly implement the program, the School Management Team met on several occasions to interpret test data and prioritize our needs. Grade level meetings were held throughout the school year on a weekly basis. During this time, the staff consistently monitored student progress and made suggestions for changes in instructional strategies. The SMT also conducted a staff development survey. Based on the results, the faculty of School No, 3 received various levels of training from consultants hired by Temple University. Training by Educational Technology Training Center staff was also provided in order to integrate the New Jersey Core Curriculum Content Standards into all subject areas via technology and the Internet. The use of ancillary staff (all subjects in grades 1-3; Language Arts grades 4-5; Mathematics in grades 4-6; Language Arts in grades 5-7; Mathematics in grades 7-8) was successful. Reduce Class Size teachers are placed in grades 3 and 8. Parent meetings, conferences and in-service training, along with an Adult ESL program were conducted.</p> <p>It should be noted that School Number Three does not have a testing coordinator. Those responsibilities were delegated to the CFL facilitator. The facilitator was on medical leave from 6/1/01-1/23/02 and there was no substitute. As a result APT staff, who were familiar with the GEPA and ESPA, were assigned to some of the facilitator's tasks during non instructional periods and in place of prep coverages. In addition, the CFL Coordinator went on medical leave in January 2002 and the Implementation Specialist was on medical restriction, thus training occurred on district identified staff development days, but not monthly during grade level meetings. As a result of these identified issues teachers did not get the in-class support that we had planned for.</p>	<p>Our school's assessment clearly identifies school climate as well as student achievement, grades one through eight, in Reading, Writing, Math, and Science as our priorities. In order to address this, it is necessary to evaluate all of the strategies and activities outlined in our Implementation Plan. To assist in improving test scores, an analysis of the data will be conducted to identify students at the bottom 20%. These students will be asked to attend an Extended Day Program in order to improve their Language Arts, Literacy and Math skills. The SMT along with the consensus of the staff continues to feel that a program, which allows for smaller teacher pupil ratio is where we need to continue the concentration of our efforts.</p> <p>A full time testing position will be added to allow the facilitator adequate time to support teachers, in class, in implementing the model to address the NJCCCS. CFL is in the process of reorganizing their staff. At this time we have developed a tentative schedule for training and in class support for 2002-2003 by the CFL implementation specialist.</p> <p>Teachers have also been reassigned to better meet the needs of the students. Looping for Language Arts in grades 5-6 will occur. Teachers certified in Math and Science will be hired to teach eighth grade students and the Crisis Intervention program will be revamped.</p>
School/Model	School/District Comments	Strategies to Address Implementation Obstacles

<p><i>School 4</i> Model: Co-nect Cohort: 2 A Implementation Date: 1/00</p>	<p>Co-nect, continues to make the best use of School 4's commitment to technology with its emphasis on project based learning. The Facilitator of WSR has worked closely with the Co-nect School Consultant to ensure that staff development takes place on a weekly basis in order to fulfill our goals and achieve our benchmarks. The Design Team has developed Action Plans for the coming year based on information gathered from School Four's Progress review held in April. This Design Team is comprised of the principal, vice principal, staff, parents, and community members and ensures that the 5 benchmarks (Shared Accountability, Project-based learning, Comprehensive Assessment, Team-based school organization, Sensible use of technology) will be implemented.</p> <p>Co-nect provides on-line learning modules that School 4 teachers can access at any time to address student needs for improved test-taking skills and understanding. These modules particularly address reading strategies for tests; test taking strategies; projects and literacy; using performance data to drive school reform; and reading and writing workshops.</p>	<p>At the present time there are no obstacles.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
School 5 Model: Coalition of Essential Schools Cohort: 3 Implementation Date: 9/00	All staff members have been trained in the Coalition of Essential Schools (CES) Model which stresses alignment and articulation of curriculum, instruction and assessment with district initiatives and New Jersey Core Curriculum Content Standards. We believe that the ten common principles will produce positive outcomes for our entire school community. The CES principles provide the framework for creating effective school functioning. This includes developing strategies for instruction, assessment, classroom management, professional development, and school management, which aligns the school's curriculum, technology and professional development into a school wide reform plan. This plan is designed to enable all students, including children from low income families, children with limited English proficiency and children with disabilities to meet challenging state content and performance standards, and address priorities through a school needs assessment. Six subcommittees (Budget, Curriculum, Staff Development, Community Involvement, Technology, School Climate)report at SMT and faculty meetings. A bulletin board has been set up in the faculty room to keep staff informed about committee initiatives. Home/School Council Meetings are held once a month to inform parents regarding school activities, New Jersey Core Curriculum Content Standards and the Ten Common Principles of CES.	Facilitator and SMT members will work with the district Office of Whole School Reform and CES to help School No. 5 complete the budget and Implementation Plan, overcome budgetary constraints, insufficient support services and programs. Our Parent liaison will continue to contact parents and community members to help increase parental and community involvement. Our staff continues to be afforded professional development opportunities to enhance their understanding and ability to implement CES Principles in daily lessons.

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
School 6 Model: Success for All Cohort:1 Implementation Date:9/98	<p>Staff members from K-6 have been trained in the Success for All (SFA) Model. In addition, grades K-5 have been trained in the math component of SFA. Staff was re-aligned to ensure full implementation of the model. The school has worked closely with the developer to align SFA components with district initiatives and the Core Curriculum Content Standards. The School Management Team continues to be the decision making body of the school. The SMT budget committee works closely with the SFA facilitators to insure that materials, training sessions, and conferences are included in the budget. Facilitators and SMT members also work with the district Office of Whole School Reform to complete budget and Implementation Plans.</p> <p>SFA facilitators fine-tune areas which need improvement as discussed after each implementation visit. Students who experience academic and social difficulties are referred to the Family Support Team. This team is responsible for assessing behavior and attendance patterns, and works closely with parents to prevent students from “falling through the cracks.”</p> <p>A monthly newsletter and calendar are distributed to keep parents informed and to encourage them to become more involved. The Parent Liaison continues to contact parents to increase parental involvement.</p>	<p>Parent Liaison will continue to contact parents to increase parental involvement. Facilitators and SMT Members will continue to work with the District Office of Whole School Reform to complete budget and implementation plans.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 7</i> Model: CES Cohort: 2 Implementation Date: 9/99</p>	<p>All staff has been trained in the Coalition of Essential Schools (CES) Model. We have collected and conducted multiple assessment measures appropriate to the CES Model and the New Jersey Department Of Education definition of Whole School Reform. As we continue to implement Whole School Reform, the Coalition of ‘Essential Schools Principles’ aligned with New Jersey Core Curriculum Content Standards continues to support the framework for creating effective school functioning. This includes the ongoing development of strategies for instruction, assessment, classroom management, school climate, professional development and school management.</p>	<p>Task forces have been developed to revisit, restructure, and redefine our existing programs in conjunction with the SMT, to continue to drive our WSR in a positive manner. The changes embodied and implemented thus far both inside the classroom and in the school as a whole have produced consistent beneficial and significant growth.</p> <p>Special task forces will be addressing: <u>Principle 1</u>- focusing on helping students to use their minds well. <u>Principle VII</u> - The tone of the school will stress values of high expectations, trust and respect. <u>Principle X</u> - modeling democratic practices, honor diversity, and challenge all forms of inequity. SMT Facilitator and district will complete budget and implementation plan.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 8</i> Model: Comer Cohort: 2A Implementation Date: 1/00</p>	<p>All staff has been involved in the Comer Model. Many of our staff members have attended Comer training either through firsthand training in Connecticut (Yale University) or through turnkey training in our building. Our school has worked with the developer to align Comer components with district initiatives and the Core Curriculum Content Standards. Our SMT meets monthly to discuss and evaluate how the program is progressing. Committees (Technology, Safe Schools and Rewards, Curriculum and Instruction*, Student Family Services) have been set up and each committee chairperson meets with their individual committee and reports their findings at the SMT meetings. SMT meeting minutes are posted in the Faculty Room and a Comer Bulletin Board has been set up in the main entrance hallway to inform all stakeholders of our Comer activities.</p> <p>*Subcommittees include Staff Development and Improving Student Performance</p>	<ul style="list-style-type: none"> ○ Weekly grade level meetings are used to help disseminate important information to staff members. The Test Coordinator, Comer Facilitator and Technology Coordinator, each meet with the staff during one grade level per month to discuss concerns and keep members informed. ○ Our Community Comer Bulletin Board is located in a prominent place for all stakeholders to see. This facilitates getting important information to all of our community members. ○ The posting of SMT meeting minutes also helps to keep stakeholders informed. ○ We now have 3 additional Teacher Tutors, who may assist in providing coverage for necessary training. ○ Although parental participation is still lacking, parents are kept informed of news and activities through flyers and bulletin board notices. ○ The business department is working toward simplifying budget procedures and delineating line items in a clearer format, which should help to assist us in procuring speaker fees in a timely manner. ○ As we become more familiar with working on our own budget, we should be better equipped to be able to identify and meet our needs through appropriate activities and justification.

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School CJR/9</i> Model: CES Cohort: 2A Implementation Date: 1/00</p>	<p>The entire staff was trained in the Coalition of Essential Schools (CES) model. The facilitator and staff worked with the developer to align district initiatives with the Core Content Curriculum Standards and CES principles. Each grade level developed academic goals aligned with the CES principles. Grade level meetings were held to review student performance. Monthly SMT meetings are held and the staff receives written minutes of the meetings. Sub-committees have been developed for: Staff Development, Testing/Assessment, WSR Budget Implementation and Technology. Reports are submitted to the staff as the committees meet. An SMT bulletin board is utilized in the staff dining room. Staff is indicating correlation of Core Content Curriculum Standards to lessons in their plan books.</p>	<p>Parent liaison positions will be filled. The parent liaison personnel will contact parents to make them aware of school activities and encourage parental involvement. Committees have been set up to work with the facilitator. The facilitator and SMT members will work with the district WSR office to develop and complete budget and implementation plans. There are continuous staff development opportunities in Core Curriculum Content Standards and CES implementation. Monthly Home School Council Meetings are held to keep parents informed of school activities.</p>
<p><i>School 10</i> Model: CES Cohort: 2A Implementation Date: 1/00</p>	<p>At present, the entire staff has been introduced and/or trained in the implementation of the Coalition of Essential Schools (CES) Model. There are Ten Common Principles to be followed and the staff focuses on one principle a month in order to cover all ten by the end of the school term. The school has worked closely with the developer to design activities that will meet the New Jersey Core Curriculum Content Standards and improve student performance. Sub-committees (Interview Team, Lock-Out Plan, Recommendations, Discipline, Pupil Assistance, Home School, Community Relations) have been developed to assist the school with achieving the set goals. The committees report to the SMT, faculty meetings, and grade-level/common planning meetings to keep the staff abreast. There are bulletin boards set-up throughout the school in order to keep the staff and students aware of CES, SMT, and sub-committee activities and initiatives.</p>	<p>Parents, community, staff, and students will be kept abreast of School Ten's progress via newsletter, bulletin boards, meetings, and follow-up calls and visits (School-Parent Liaison).</p> <p>All stakeholders (Administrators, Facilitator, Test Coordinator, Technology Coordinator, SMT Chairperson and members, Parents, Sub-committees, and Staff) at School Ten will continue to work collaboratively with the District and CES coaches to complete the school budget, implementation plans, and all other pertinent reports as per requested by State and District in regards to our school.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 11</i> Model: CES Cohort: 3 Implementation Date: 1/ 00</p>	<p>100% of the staff is knowledgeable of the Coalition of Essential Schools (CES) Model. They have attended workshops, meetings and conferences in and out of the district.</p> <p>Subcommittees (Budget, School Climate, Parental Involvement, Professional Development, Performance Assessment, Technology, CES Principles, Ad Hoc) report to the SMT and to the faculty. A bulletin board has been set up outside the principal's office to keep staff informed about CES 10 Common Principles.</p> <p>The Technology Coordinator along with other staff members has developed a comprehensive website to keep all members of School 11 and the surrounding community updated on its activities.</p> <p>Parental involvement has increased through monthly Home School Council meetings. Plans are being formulated to offer technology training and ESL to interested parents.</p> <p>Incentives to improve attendance, tardiness and academic success are in place. These incentives include field trips, awards, prizes, and celebrations.</p>	<p>School Community Liaison representative will continue trying to recruit parents as volunteers.</p> <p>A change in CES coach and facilitator in 2000 caused delay in our progress. The team, which is now in place, is working smoothly.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 12</i> Model: SFA Cohort: 1 Implementation Date: 9/98</p> <p>The SFA program was first introduced and implemented in 1993</p>	<p>All SFA staff were trained in SFA Reading and Math.. SFA Reading and Math are aligned with the New Jersey Core Curriculum Content Standards. Scores in both Math and Language increased on the ESPA.</p> <p>Staff members are sent to district workshops for the model if possible when we have substitutes. Facilitators attend the national conference.</p> <p>Our parent coordinator attends SFA workshops and training. Workshops are also provided at SFA Parent Breakfasts and at Home School Council meetings. Outside guest speakers on topics of interest to the community are provided.</p>	<p>Facilitators and SMT will work with the Office of WSR to complete budget and the Implementation Plan.</p> <p>Requests will be made to the developer to hold training on in-service days and before school begins because it creates a hardship for classroom teachers to fully participate during the school year.</p> <p>Parent coordinator will continue to reach out to the community to get parents to attend workshops and meetings.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 13</i> Model: Modern Red Schoolhouse Cohort: 1 Implementation Date: 9/98</p>	<p>All staff members continue to receive training in the Modern Red Schoolhouse (MRSh) Design. The school collaborates with the developer who provides workshops to guide staff in standardized unit development aligned with the district guidelines, as well as, the New Jersey Core Curriculum Content Standards. A bulletin board has been created to show the progress various grade levels have made in unit development. Due to District direction, Task Forces were not permitted to meet monthly (1 hr.) during the school day. The Task Force focuses on concerns such as: Parental Involvement, Community Connections Assessments, Behavior Management Policies, Curriculum Development, Technology, “Turn Key” training, etc.</p> <p>Our parent liaison position was filled in 2002. The parent liaison has been actively involved in promoting new ideas, programs and activities for School No. 13 students, parents and staff.</p> <p>Unit Development Writing Process took place in July 2001 and August 2001 but not during the school year, as stipend money was not available to teacher’s to work beyond the school day until late in the school year.</p>	<p>Task Force Committees will attempt to meet monthly during in-service days.</p> <p>Grade levels will attempt to meet monthly during in-service days to continue work on Unit Writing/Curriculum Planning.</p> <p>Activities have been scheduled during various times of day (AM/mid/PM) to try to accommodate parents work schedules and increase attendance. We will continue this policy next year.</p> <p>The school will continue to providing teachers with blocks of planning time to work on unit writing.</p> <p>We will continue to look for stipend money to pay teachers beyond the school day for Technology Training, Unit Writing & Curriculum Development.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 14</i> Model: Coalition of Essential Schools Cohort: 3 Implementation Date: 9/ 00</p>	<p>School No. 14 initiated Whole School Reform during the school year 2000 –2001 by implementing Coalition of Essential Schools model. 100% of certificated staff and SMT have been trained. The school has worked closely with the developer to align the “10 Common Principles” with district initiatives and the Core Curriculum Content Standards. Six Task Force groups (Technology, Health Fair, Fundraising, Literacy , Math Day, School Climate) were formed by staff and parents. Monthly updates are shared with SMT and during faculty meetings. A bulletin board for staff and parents has been set up to keep all informed about Task Force initiatives. School No. 14 has initiated programs for systemic improvements to address student achievement. Opportunities for professional development and curriculum development have been extensive, comprehensive, and focused on raising student achievement.</p>	<ul style="list-style-type: none"> • High student mobility and changing staff relates to many WSR barriers. • Parental support in maintaining student code of conduct, and student achievement has been limited. • Inconsistent attendance at SMT meetings by parent representative and community leader. • School No. 14 ‘s facility faces a special challenge utilizing learning space and security measures. • Staff is required to meet multiple responsibilities and objectives in response to WSR. There is a need to streamline efforts. • School Based Budget, Needs Assessments, and District Reports deadlines limited the ability to allocate personnel effectively. The school-based budgeting process was a confusing and frustrating experience. • School No. 14 is making progress toward implementing CES 10 Common Principles, recognizing that WSR is in its third year. • Parent liaison will continue to contact parents to increase parental involvement.

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 15</i> Model: MRSh Cohort: 1st Implementation Date: 9/98</p>	<p>All staff continues to be trained in the Modern Red Schoolhouse (MRSh) Model. The facilitators have worked closely with the developer to align Modern Red Schoolhouse components with district goals, and the New Jersey Core Curriculum Content Standards. Six task force committees have been established which include all staff members. Sub committees (Organization and Finance, Professional Development, Curriculum, Community Involvement, Standards and Assessment) report at SMT, Home School Council, and cluster/faculty meetings. Professional development by MRSh trainers will continue to provide information about committee responsibilities.</p>	<p>Facilitators, Testing Coordinator, and SMT members will work with the district office of Whole School Reform to complete budget and implementation plans.</p> <p>Administration/Staff/Parent liaison will continue to contact parent/school community to increase parental involvement throughout the school year.</p>
<p><i>School 16</i> Model: Coalition of Essential Schools Cohort: 3 Implementation Date: 9/00</p>	<p>The Coalition of Essential Schools Model of Whole School Reform has had a positive impact on the School No. 16 community. All stakeholders have been involved in various levels of training on aligning the Coalition of Essential Schools principles with the Core Curriculum Content Standards. The trainings have taken place through Summer Treks, Leadership Conferences, Spring Forum, Fall Forum, Swap and Share, Home/School Council meetings, state and national conferences, as well as in-service day and focus group meetings.</p> <p>School 16 Coalition of Essential Schools implementation plan with regards to student achievement/ learning is clearly evident. School No. 16's ESPA scores rebounded significantly in the Spring of 2001. Due to the overwhelming success of the several programs instituted by the school administrator during the 2000-2001, additional programs were instituted during the 2001-2002 academic school year.</p>	<p>School 16 hosts monthly Home School Council meetings which attract parents and concerned community members. The school also sends home informative monthly newsletters in both English and Spanish. These newsletters not only report what is happening in the school but also apprise parents of upcoming events such as parent workshops.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 17</i> Model: SFA Cohort: 1 Implementation Date: 9/98</p>	<p>All staff has been trained in the SFA Model. The school is working closely with the SFA developers in keeping up with the Core Curriculum Content Standards. The facilitator reports and keeps staff informed of any changes in the program during staff meetings and/or in-service workshops.</p> <p>The staff has also been given turnkey training during SFA component meetings by the facilitator and other staff members who have attended national SFA conference sessions. This has resulted in refining instruction within the SFA model.</p> <p>The SMT is made up of staff, community members and parent volunteers. Sub Committees (Budget, School Climate, Curriculum, Professional Development) have been formed and report to the SMT chair on a regular basis.</p>	<p>Parent liaison will continue to contact parents to increase parental involvement.</p> <p>The SMT members and Facilitator will work with the district of Whole School Reform to complete the budget and Implementation Plans.</p>
<p><i>School 18</i> Model: CES Cohort: 2A Implementation Date: 9/00</p>	<p>With the adoption of a new school goal “student as worker/teacher as coach” (Principal #5), our staff continues their Whole School Reform training through the Coalition of Essential Schools Principles.</p> <p>SMT minutes are posed weekly on the bulletin board in the main office to keep staff members informed about all school related activities.</p> <p>Our very active parent volunteer on SMT is no longer able to serve due to a job transfer.</p>	<p>Additional staff will be hired based on school-identified need in Bilingual, Resource Room and World Language.</p> <p>Also, a new Parent Liaison will be hired and hopefully will continue to contact parents to increase parental involvement.</p> <p>Materials and supplies will be ordered to accommodate our ever-increasing enrollment and alignment with class size.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 19</i> Model: Comer Cohort: 2A Implementation Date: 1/00</p>	<p>Approximately one third of School No. 19's staff attended a Comer 101/102 Yale University School Development Program (SDP) Training and Comer Retreat. The principal has also participated in the Yale SDP Comer 101 Training (Oct. 2000), Principal's Training (July 2000) and at all monthly District Steering Committee meetings. Our Comer Facilitator has been actively involved in the Yale SDP Comer (101 & 102) training, NJ Network and all NJ Facilitator Training's. The model's developer has attended District Steering Committee meetings, collaborated with district personnel and has made numerous visits to the school. Six subcommittees (Public Relations, Staff Development, Parent Involvement Training, Social Committee, Curriculum and Instruction, Testing) have been established and report at SMT and faculty meetings. A "Comer Corner" informs staff, parents and the community on all activities and news pertaining to the Comer Model. Staff members (on all grade levels K-4) integrate and align the six Developmental Pathways to the Core Curriculum Content Standards and all classroom instruction. Responsive Classroom strategies (reading socialization program) have been utilized by the teachers as well. As a result, our benchmark was attained for 2001-2002.</p>	<p>School No. 19's Community Parent Liaison training was interrupted due to the resignation of the assigned Parent Liaison staff member. The position was left vacant for the remainder of the school year. The school has now filled this position. All communication between school, parents and community was being done through monthly newsletters and school notices.</p> <p>In addition, the Student Staff Support Team did not effectively meet the needs of all children because there was a lack of members as specified by the Comer model (absence of full time child study team for updating and evaluating children). This was an activity indicated in the WSR Implementation Plan (2001-2002). Administration has contacted Department of Special Services Supervisor requesting the needed days/time and the Comer developer has also addressed this concern. School #19 has once again written this activity (obstacle) in the WSR Implementation Plan (2002-2003).</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 20</i> Model: Coalition of Essential Schools Cohort: 2 A Implementation Date: 1/00</p>	<p>The school continues to work closely with the developer to align the 10 Common Principles of CES with district initiatives and the NJCCCS. Two committees are functioning (Academic & Celebrations). There are 2 subcommittees (Assessment, Sunshine). Committee chairpersons will meet with the WSR Facilitator prior to each SMT meeting. Subcommittees report at each SMT meeting. A bulletin board has been set up in the Teacher's Resource Room to keep staff informed about committee initiatives. Minutes are kept in a binder in the Main Office. A display about CES welcomes all to our school in the front hall as well as a bulletin board addressing another CES principle each month.</p>	<p>Parent liaison must become more involved in contacting parents to increase parental involvement.</p> <p>CES coach will present at 2 Home School Council meetings.</p> <p>School newsletter, website and outside bulletin board will highlight CES activities to keep parents informed.</p>
<p><i>School 21</i> Model: SFA Cohort: 1 Implementation Date: 1/98</p>	<p>Teachers in grades K-5 have been trained in the Success For All (SFA) Reading Roots and Wings programs and teachers in grades 1-5 have been trained in the SFA Math Wings program. Subcommittees (Budget, Plan Implementation, Parent Involvement, Staff Development, Interview, Student Behavior/Discipline, Publicity, School Climate/Liaison) were established through the SMT whose members are comprised of parents and staff. Parent training sessions were held in computer training, hands-on math and science and SFA reading.</p>	<p>Parent liaison will continue to contact parents to increase parental involvement.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 24</i> Model: Coalition of Essential Schools Cohort: 2A Implementation Date: 1/00</p>	<p>The entire 2001-2002 staff has been trained in the Coalition of Essential Schools (CES) Model. The faculty has worked closely with our CES coach to align the Ten Common Principles with district initiatives and the Core Curriculum Content Standards. Subcommittees (Curriculum, Technology, Assessment, Staff Development, Rewards, Parent Involvement) have been established to help address the needs of all stakeholders. A faculty/SMT bulletin board has been set up in the faculty room to keep all staff informed about committee initiatives and agendas.</p>	<p>The State Department of Education, District Administration, and the model developers need to work more collaboratively (closely) with the principal, facilitator, and SMT in the completion of all aspects of the budget process.</p> <p>Final funding approval was not granted for some activities, programs and technology that were approved in the 2001-2002 Implementation Plan. We will include these activities in our 2002-2003 Plan and request funding in the budget.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 25</i> Model: Comer Cohort: 3 Implementation Date: 9/00</p>	<p>Seventeen staff members have been sent to Yale University and Maryland to receive training in the Comer Model. Turnkey training was provided for the rest of the staff. In addition, Dr. Valerie Maholmes, Director of Policy at the Yale Child Study Center, has conducted training sessions for both parents and faculty, with a focus on addressing the six developmental pathways (Physical, Language, Psychological, Ethical, Social, Cognitive) and how they impact on mastery of the Core Curriculum Content Standards.</p> <p>School No. 25 has conducted SMT meetings on a monthly basis, utilizing the principles of collaboration, consensus and no-fault. The minutes of the meetings and attendance sheets are distributed to all stakeholders.</p> <p>The Student and Staff Support Team has met regularly, addressing individual student needs as well as global issues.</p> <p>We are active members of the Paterson Network of Comer Schools. With support from Dr. Maholmes, district initiatives are planned and implemented.</p>	<p>The parent liaison position, which was vacant during the 2000-2001 academic year, has been filled for 2001-2002. The parent liaison will actively communicate with parents to keep them abreast of school events and encourage participation.</p> <p>Facilitator and SMT members will work with the district Office of Whole School Reform to complete the budget and Implementation Plans. Adequate training is not provided for this labor intensive and time-consuming process.</p> <p>Large blocks of time for staff training and planning are limited. The schedule does provide for "common planning" time at each grade level.</p> <p>Final funding approval was not granted for some activities that were approved in the 2001-2002 Implementation Plan. We will include these activities in our 2002-2003 Plan and request funding in the budget.</p> <p>Although requested in the 2001-2002 budget, Reduce Class Size teachers based on state guidelines were not adequately funded.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 26</i> Model: SFA Cohort: 2A Implementation Date: 1/00</p>	<p>Success For All (SFA) institutes small group instruction through a 90 minute extended reading period.</p> <p>SFA offers individual tutoring for students at risk. Students are assessed every 8 weeks for grouping and regrouping.</p> <p>The SFA training includes Experienced Sites Conferences, initial and refresher training sessions for staff.</p> <p>SFA incorporates a Family Support Team, a Sunshine Club and READERS workshops to encourage parental and community involvement to address academic and other needs of the students. SFA facilitator reports on model progress at monthly SMT meetings.</p>	<p>Parent liaison will continue to contact parents to increase parental involvement.</p> <p>Facilitator will continue to implement turn-key training for experienced and new staff in all components of the SFA program.</p> <p>Facilitator and SMT members will work with the district Office of Whole School Reform to complete budget and Implementation Plans.</p>
<p><i>School 27</i> Model: Accelerated School Project Cohort: 1 Implementation Date: 9/98</p>	<p>As of September 2001, 19 coaches had been fully trained by Columbia University. The remainder of the staff has been trained on “Powerful Learning” either through Columbia University or turnkey sessions conducted by coaches.</p> <p>The taking stock process and setting priorities, two important implementation pieces in the Accelerated School Project, have been completed. As a result, we have formed three cadres: Curriculum, School Needs and Parental Involvement. Cadre chairpersons report at SMT and faculty meetings.</p> <p>Planning for Powerful Learning takes place during the summer and at grade level meetings. As a result of Powerful Learning, we have shown growth as a school.</p> <p>Five additional teachers will be trained to be coaches during the summer of 2002.</p> <p>Revisited Vision – process ongoing.</p>	<p>Parent liaison will continue to call parents to increase parental involvement.</p> <p>Facilitator will continue to initiate task force meetings to plan “Powerful Learning” lessons.</p> <p>Facilitator and SMT chairpersons will work with the Office of Whole School Reform to complete budget and Implementation Plans.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School 28</i> Model: Comer Cohort: 1 Implementation Date: 9/98</p> <p>Staff training began in 1991; implementation began in 1992.</p>	<p>All staff has been trained in the Comer Model. The school has worked closely with the developer to align Comer components with district initiatives and the Core Curriculum Content Standards. Two School Development Programs, “Essentials of Literacy” and “Teachers Helping Teachers” are implemented to enhance the instructional program. Six Comer Committees (Curriculum and Assessment, Publicity, Parent Involvement, School Climate, Staff Development, Incentive) have been established and include parents as well as staff members.</p> <p>Subcommittees report to the SMT and at faculty meetings. A bulletin board has been set up in the faculty room to keep staff informed about committee initiatives.</p>	<p>Parent liaison will continue to contact parents to increase parental involvement.</p> <p>Facilitator and SMT members will work with the district Office of Whole School Reform to complete budget and Implementation Plans. Community partnerships will continue to be established to supplement the educational program.</p> <p>Membership in N.J. Network of Comer Schools will strengthen collaboration with other Comer Schools and with School Development Programs.</p>
<p><i>School 29</i> Model: Success For All Cohort: 1 Implementation Date: 9/98</p>	<p>The majority of School #29 has been trained in both the Success For All (SFA) Reading and Math program since Cohort I began. New staff members will receive training as per the contract and the WSR Department. The Success for All facilitators has aligned the NJ Core Curriculum Content Standards to the model in both those areas. The alignments have been shared with the faculty and are evident in plan books.. SFA utilizes a Family Support Team as part of its model. This team deals with student support services and gives teachers and parents strategies for student success.</p> <p>The SMT has four main sub-committees: Budget, Home/School Community, Curriculum, and Staff Development. SMT meetings are open to the general staff and community. Reports are given not only during SMT meetings but shared monthly at faculty meetings to keep the staff informed about committee initiatives and goals.</p>	<p>To assist teachers new to the program, facilitators work closely with point trainers to implement the curriculum. They visit classroom teachers on a regular basis to turnkey information and to model lessons.</p> <p>Our parent liaison, SMT Family Support Facilitators and the Principal work together to contact parents to increase parental involvement.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School MLK/30</i> Model: CES Cohort: 2A Implementation Date: 1/00</p>	<p>All staff is being trained in the Coalition of Essential Schools (CES) Model. The school is working closely with the developer to align CES Ten Common Principles with district initiatives and the Core Curriculum Content Standards. Five CES committees (Budget, Data, Discipline, Community Outreach, Technology) have been established and include parents as well as staff members.</p> <p>Subcommittees report at SMT meetings, faculty meetings, and during in-service days. Bulletin boards have been set up in the main office and in the faculty room to keep staff informed about SMT initiatives. This was a data collection year. Teachers began planning for first year of implementation with a solid foundation with basic premises of the CES Ten Common Principles.</p>	<p>We experience very few barriers, however, due to unforeseen circumstances:</p> <ul style="list-style-type: none"> ○ the budget was cut by 15% ○ new positions were cut by 50% ○ parent liaison position remains vacant ○ lack of parent involvement exists in school activities and functions. ○ difficulties in scheduling training sessions have been experienced ○ time and training for preparing such an extensive school-based budget and plan is insufficient. ○ The State does not provide the necessary support and feedback that it takes to implement the program in a timely fashion. <p>The school allocated funds to address the budget cuts and reorganized staff within the school.. Reduce Class Size teachers and other ancillary staff, assist classroom teachers to maximize instruction.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><u>School E.W.K.</u> Model: SFA Cohort: 2A Implementation Date: 1/00 K-2 Reading- 2000 3-4 Reading- 2001 K-4 Math 2002</p>	<p>The long-range impact on students is too soon to measure. All staff responsible for teaching the model has been trained in SFA. In addition, the school has worked with the developer to align SFA components with district initiatives and the Core Curriculum Content Standards.</p> <p>In 2002-2003, the math Wings will be implemented schoolwide and the component will also be in line with the Content Standards. Cooperative and collaborative styles of learning and instruction are strongly encouraged by the facilitator and the principal. Subcommittees (Curriculum and Instruction, Student Achievement, Family and Community Involvement, School Discipline, Professional Development, Facilities, Technology, Safety and Security, Instructional Supplies and Materials) report feedback to the SMT regarding needs of the students, staff, facility, program and curriculum.</p>	<p>Facilitator and SMT members will work with the district Office of WSR to complete the budget and Implementation Plans. Home School Council president, Parent Liaison and Family Support Coordinator will continue to contact parents to increase parental involvement.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><u>School Roberto Clemente</u> Model: Success for All Cohort: 1 Implementation Date: 9/98</p> <p><i>Staff was first trained in SFA in 1992. They began to implement the program in 1993.</i></p>	<p>Student Achievement We believe that part of our success at the 4th grade level is due to the implementation of our model.</p> <p>Staff Development Staff development that addresses the needs of the students remains ongoing.</p> <ul style="list-style-type: none"> • The district provided training for classroom teachers in language arts, math, science and social studies. • Math Wings training was provided in the area of mathematics specifically in problem-solving, critical thinking and connections across the curriculum. • Success for All Foundation staff provided in-service training and evaluated program implementation in the areas of reading and mathematics. • Experienced staff members served as turnkey trainers and supervisors provided services in the areas of language arts, science and math. • Materials such as “Arithmetic Teacher”, “Creative Classroom”, “The Reading Teacher” and other articles were distributed on a monthly basis. • Grade level meetings were held in order to share strategies and plan collaboratively to improve instruction. Staff members observed each other for professional growth. • Parents attended workshops on activities to do at home which support the Core Curriculum Content Standards and the SFA reading and math program. • Activities and their impact on student achievement were reviewed and analyzed by the SMT. Findings were used to develop 2002/2003 plans. 	<p>New test – (NJPASS) stresses writing skills, an area that needs to be addressed in the lower grades of the Success For All (SFA) program.</p> <p>We will implement these strategies:</p> <ul style="list-style-type: none"> • purchase supplemental materials • implement recommendations from the district’s reading standards committee • provide training for staff • principal and facilitators to continue to review math and writing journals • classroom observations • continue to review the model and align to the Core Curriculum Content Standards.

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School Dale Avenue</i> Model: Comer Cohort: 1 Implementation Date: 9/98</p> <p>The Comer program was first introduced and adopted in 1993.</p>	<p>All Staff has been trained in the Comer School Development Program. Comer training also continues on an ongoing basis for all staff and parents. Staff also receives extensive training in the Core Curriculum Content Standards and in “Responsive Classroom” (social curriculum).</p> <p>The facilitator works closely with the Comer developer to align the Core Curriculum Content Standards with the model. The six developmental pathways (Physical, Language, Psychological, Ethical, Social, Cognitive) are implemented in all lessons and activities. Dale Avenue’s educational plan focuses on Cognitive and Affective Development, Parent Involvement, Community Participation, School Climate/Health and Safety, Staff and Parent Development, Academic Achievement, Social and Developmentally Appropriate Practices including Responsive Classroom, and Collaboration of Library Literacy/Technology.</p> <p>The School Planning and Management Team (SPMT) is a cross section of stakeholders who represent all segments of the staff as well as parents and community members. This planning team is empowered to make decisions on the concerns voiced by all stakeholders. Comer committees (School Climate/Health and Safety, Curriculum, Library and Public Relations, Staff Development, Home School Council) meet monthly and report at SMT and faculty meetings.</p>	<ul style="list-style-type: none"> • Our parent liaison has worked closely with the facilitator and parents to increase parental involvement. • It is a monumental task to have a cadre of parents on a consistent basis since our children are bussed from different schools each year. Again, we must reiterate we are not a neighborhood school! • Many of our in-service staff development workshops are centered on the Comer model.

<i>School/Model</i>	School/District Comments	Strategies to Address Implementation Obstacles
<p><i>School NSW</i> Model: Comer School Development Program Cohort: 1 Implementation Date: 9/98</p> <p>The Comer program was first introduced and adopted in 1992.</p>	<p>All staff has been trained in the Comer School Development Program. The school has worked closely with the developer to faithfully replicate the Comer process. We have ongoing staff development in the use of the developmental pathways in the classroom thereby meeting the needs of all students. Our School Planning and Management Team (SPMT), Student Staff Support Team (SSST) and Parent Team are highly effective components of our school community. We also have six other committees which report to the SPMT. They include Staff Development, Public Relations, Fundraising, School Climate, Curriculum, and Grant Committees. The guiding principals of “No Fault”, “Collaboration” and “Consensus” are practiced on a daily basis. We continually analyze our standardized testing results to make modifications to our programs. We believe we faithfully replicate the School Development Program.</p>	<ul style="list-style-type: none"> • The Comer Schools will hold steering committee meetings on a regular basis to plan joint endeavors. The office of Whole School Reform and the developer will be invited to these meetings. • The district WSR office has had numerous interventions with the principal. • SRI’s and the district WSR assistant director meet on a regular basis with the Norman S. Weir administration to move the implementation process forward.

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<i>Eastside High School</i> Model: Talent Development Program Cohort: 3 Implementation Date: 9/00	<p>The principal and various staff members have attended conferences sponsored by Talent Development. The scheduler has been trained in block scheduling, which is an integral part of the model. The developer has provided training in technical assistance planning, and other areas of Talent Development. Budget planning and implementation writing has taken place for the 2002-03 school year.</p> <p>Ninth grade (Eastside Prep) will be established September 2002-03.</p>	<p>All facilitators have not been hired. Block scheduling has not been developed for the upcoming year.</p> <p>Governor imposed moratorium on WSR 3rd Cohort schools.</p>
School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<i>Kennedy High School</i> Model: Coalition of Essential Schools Cohort: 3A Implementation Date: 11/00	<p>2001-02 was a planning year for JFK Whole School Reform (WSR) effort. Staff was involved in setting WSR priorities through surveys, small group in-service discussion sessions, and the establishment of WSR committees. Committees were formed to address School Climate, Tardiness, Cutting, Attendance, Parent Involvement, Dropout rates, the Freshman Experience and Academics.</p> <p>A Whole School Reform Newsletter and periodic reports were used to keep staff informed of plans and progress re: implementation. An inclusive, school-based budget process attempted to incorporate WSR priorities into the budget for 2002-03.</p> <p>Facilitators and CES coaches met regularly and participated in SMT meetings to coordinate efforts. Priorities were identified for the 2002-03 school year with a focus on strengthening JFK school-based Academics and revising the freshman program</p>	<p>The major obstacles involved uncertainty over proposed changes in the state's WSR mandate, particularly for cohort 3A schools. Budget restrictions and uncertainty were also a factor.</p> <p>WSR Facilitators, SMT members and school administration attempted to work together with CES coaches to keep abreast of proposed changes in WSR and school-based budgeting processes while moving forward with implementation plans.</p> <p>One JFK facilitator has served on the Working Group on K-12 Educational Improvement constituted by the NJ Dept. of Ed. To revise the WSR and school-based budgeting guidelines. Implementation plans will continue with summer TREK.</p>

School/Model	School/District Comments	Strategies to Address Implementation Obstacles
<i>Rosa Parks High School</i> Model: Coalition of Essential Schools Cohort: 3 Implementation Date: 1/01	<p>All staff has been trained in the process for the Coalition of Essential Schools (CES) model. The facilitator turnkeys the staff who have developed an action plan to continue to implement the model. Staff members continue to align the Core Curriculum Content Standards to the Coalition of Essential Schools' principles.</p> <p>The Critical Friend network is in place. Strategies, which have shown to be effective tools for consensus building, are utilized.</p>	None

PATERSON PUBLIC SCHOOLS ANNUAL REPORT

APPENDIX B

EARLY CHILDHOOD PLAN STATEMENT 2001-2002

PATERSON PUBLIC SCHOOLS ANNUAL REPORT

APPENDIX C

CLASS SIZE SCHOOL-BY- SCHOOL SUMMARY 2001-2002

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number One

Grade	# of Students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	35	2	2	Y
<u>5th Grade</u>	38	2	2	Y
<u>4th Grade</u>	36	2	2	Y
<u>3^h Grade</u>	44	2	2	Y
<u>2nd Grade</u>	22	1	1	Y
<u>1st Grade</u>	42	2	2	Y
<u>Kindergarten</u>	23	1	1	N

Support staff members may service students in more than one classroom or grade level

*** Strategies to address Non-Compliance?**

Kindergarten registrations will be kept to 21. All others will be referred to our receiving/sending schools (18, 21) or appropriate Early Childhood Centers.

Support staff members may service students in more than one classroom or grade level

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Two

Grade	# of Students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	65	2	2	N
<u>7th Grade</u>	60	2	2	N
<u>6th Grade</u>	80	3	3	N
<u>5th Grade</u>	70	2	2	N
<u>4th Grade</u>	75	3	3	N
<u>3^h Grade</u>	64	3	3	N
<u>2nd Grade</u>	62	3	3	Y
<u>1st Grade</u>	82	4	4	Y
<u>Kindergarten</u>	135	6	6	N

* Strategies to address Non-Compliance?

Support staff members may service students in more than one classroom or grade level

School #2 does not have the needed classroom space to set up additional classrooms. The school reduces class size during reading by downsizing classes as part of the Success For All model. Grade 5 is also downsized for mathematics. The school also reduces class size by placing class size reduction teachers in the classroom to teach collaboratively with the classroom teacher.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

²6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Three

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	54	2	3	Y
<u>7th Grade</u>	62	2	3	Y
<u>6th Grade</u>	54	2	3	Y
<u>5th Grade</u>	65	3	4	Y
<u>4th Grade</u>	57	3	4	Y
<u>3^h Grade</u>	66	3	4	Y
<u>2nd Grade</u>	54	3	4	Y
<u>1st Grade</u>	52	3	4	Y
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

*An Accelerated Staff Teacher has been assigned to each grade level (1-8) to maintain the necessary teacher/pupil ration. In grades 6-8. Limited English Proficient students are serviced bilingual pull-out teachers as well. The Grade 3 Reduced Class Size Teacher has been assigned to work full time in Grade 3.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Four

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	84	5	5	Y
<u>7th Grade</u>	129	6	6	Y
<u>6th Grade</u>	154	6	6	N
<u>5th Grade</u>	152	7	7	Y
<u>4th Grade</u>	NA	NA	NA	NA
<u>3^h Grade</u>	NA	NA	NA	NA
<u>2nd Grade</u>	NA	NA	NA	NA
<u>1st Grade</u>	NA	NA	NA	NA
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

This facility does not have the space necessary to set up additional classrooms. The school reduces class size by taking students out of the class during certain times of the day and these students' needs are addressed by a special assignment staff member.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Five

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	205	8	8	N
<u>7th Grade</u>	199	7	7	N
<u>6th Grade</u>	169	6	6	N
<u>5th Grade</u>	162	6	6	N
<u>4th Grade</u>	91	4	4	Y
<u>3^h Grade</u>	106	4	4	N
<u>2nd Grade</u>	95	4	4	N
<u>1st Grade</u>	97	5	5	Y
<u>Kindergarten</u>	NA	NA	3	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

This facility does not have the space necessary to set up additional classrooms. The school reduces class size by placing class size reduction teachers in the classroom to teach collaboratively with the classroom teacher. The Accelerated Program Teacher also works with small groups of students in the classroom during reading and math instructional periods.

Reading Recovery Teachers individualize reading instruction in the 1st grade. Students being serviced through this program are identified as requiring personalized instruction to bring reading skills up to grade level.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Six

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	75	4	4	Y
<u>7th Grade</u>	84	5	5	Y
<u>6th Grade</u>	77	4	4	Y
<u>5th Grade</u>	90	4	4	Y
<u>4th Grade</u>	85	5	5	Y
<u>3^h Grade</u>	69	4	4	Y
<u>2nd Grade</u>	74	4	4	Y
<u>1st Grade</u>	81	4	4	Y
<u>Kindergarten</u>	50	2	2	N

* Strategies to address Non-Compliance?

Support staff members may service students in more than one classroom or grade level

All of the classrooms are within the mandated limits. We are in full compliance with class size relative to grades 1-8.

² 6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Seven

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	52	2	2	N
<u>7th Grade</u>	51	2	2	N
<u>6th Grade</u>	48	2	2	N
<u>5th Grade</u>	62	2	2	N
<u>4th Grade</u>	NA	NA	NA	NA
<u>3^h Grade</u>	NA	NA	NA	NA
<u>2nd Grade</u>	NA	NA	NA	NA
<u>1st Grade</u>	NA	NA	NA	NA
<u>Kindergarten</u>	NA	NA	NA	NA

* Strategies to address Non-Compliance?

Research Evaluation Manager and Teacher Tutors are utilized to reduce class size. Support staff members may service students in more than one classroom or grade level.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Eight

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	81	3	3	N
<u>7th Grade</u>	76	3	3	N
<u>6th Grade</u>	82	3	3	N
<u>5th Grade</u>	80	3	3	N
<u>4th Grade</u>	66	3	3	Y
<u>3^h Grade</u>	79	4	4	Y
<u>2nd Grade</u>	79	4	3	N
<u>1st Grade</u>	73	4	3	N
<u>Kindergarten</u>	68	4	3	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

Due to a large number of students exiting our bilingual classrooms, we were able to create a combined regular/bilingual 1st grade, 5th grade and 7th grade, thereby, meeting the required levels in those grades.

Due to space constrictions, we were unable to create an additional 2nd grade, however, through team teaching (utilizing our Teacher Tutor, Resource Room Teacher, Bilingual Pull out Staff, Library/Media Specialist, and English as a Second Language ESL staff) we are endeavoring to alleviate the over-subscription in 2nd Grade.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Nine

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	132	5	5	N
<u>7th Grade</u>	125	4	4	N
<u>6th Grade</u>	129	4	4	N
<u>5th Grade</u>	135	4	4	N
<u>4th Grade</u>	146	5	5	N
<u>3^h Grade</u>	129	5	5	N
<u>2nd Grade</u>	138	5	5	N
<u>1st Grade</u>	149	6	6	N
<u>Kindergarten</u>	102	5	5	Y

* Strategies to address Non-Compliance?

All available space is being utilized in this facility. Class size reduction teachers are teaching collaboratively in the classroom with the homeroom teacher. The *Accelerated Program Teacher also works in the classroom during Math and Language Arts periods.

*Accelerated and Reduced Class Size staff work with small groups and individual students to improve student achievement. Teacher tutors and a Reading Recovery Teacher also service selected students. Support staff members may service students in more than one classroom or grade level

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Ten

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	75	4	4	Y
<u>7th Grade</u>	84	5	5	Y
<u>6th Grade</u>	77	4	4	Y
<u>5th Grade</u>	90	4	4	Y
<u>4th Grade</u>	85	5	5	Y
<u>3^h Grade</u>	69	4	4	Y
<u>2nd Grade</u>	74	4	4	Y
<u>1st Grade</u>	81	4	4	Y
<u>Kindergarten</u>	50	2	2	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

School Ten is in need of additional classrooms because we are at maximum capacity of available space. We have utilized the reduced class size teacher to provide instruction in a small group setting on fifth and seventh grade levels. We also utilize the *Accelerated Program staff to provide assistance in a “team teacher” setting and to provide additional instruction in small groups in the class during language arts, mathematics, science and social studies as well.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state’s class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Eleven

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	26	2	23	N
<u>7th Grade</u>	43	2	2	Y
<u>6th Grade</u>	44	2	2	N
<u>5th Grade</u>	43	2	2	N
<u>4th Grade</u>	34	2	2	Y
<u>3^h Grade</u>	33	2	2	Y
<u>2nd Grade</u>	31	1	1	N
<u>1st Grade</u>	13	1	1	Y
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

Due to the lack of space for any additional classrooms, we will reduce teacher pupil ratio in grades 2 and 3 by assigning a class reduction teacher to these classrooms to teach collaboratively with the classroom teacher. In addition, a teacher-tutor has been working with those students I need of extra help.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24.

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twelve

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	87	5	5	N
<u>7th Grade</u>	113	4	4	N
<u>6th Grade</u>	108	4	4	N
<u>5th Grade</u>	115	4	4	Y
<u>4th Grade</u>	75	3	3	N
<u>3^h Grade</u>	66	3	3	N
<u>2nd Grade</u>	61	3	3	Y
<u>1st Grade</u>	55	3	3	N
<u>Kindergarten</u>	52	2	2	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

School #12 does not have the space to set up additional classrooms; however, during reading, class size in grades 1-5 is within the desired limit or below. Placing additional teachers in a room to work with small groups will also reduce class size.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Thirteen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	83	3	3	N
<u>7th Grade</u>	87	3	3	N
<u>6th Grade</u>	95	4	4	N
<u>5th Grade</u>	107	4	4	N
<u>4th Grade</u>	103	4	4	N
<u>3^h Grade</u>	106	4	4	N
<u>2nd Grade</u>	69	4	4	Y
<u>1st Grade</u>	79	4	4	Y
<u>Kindergarten</u>	52	3	3	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

Although we have a new addition to our building, this facility still does not have the space necessary to set up additional classrooms. The school reduces class size by placing class size reduction teachers in the classroom to teach collaboratively with the classroom teacher. The Accelerated Program Teachers also work with small groups of students in the classroom setting during reading and math instructional periods.

School #13 was told to reduce our request for additional staff for the current year. All of our *Accelerated Program Teachers, reduced class size teachers, etc. have been reallocated to help us achieve low class size numbers. We fell short of accomplishing this goal in a few classes. We will ask for additional staff, once again, for the school year 2002-2003.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Fourteen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	50	3	3	Y
<u>3^h Grade</u>	54	3	3	Y
<u>2nd Grade</u>	65	3	3	N
<u>1st Grade</u>	44	2	2	N
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

School No. 14 will utilize one Reading Recovery teacher in grade one to create the opportunity for emergent learners to receive small group instruction. We will also utilize Reduced Class Size Teachers in grades two, three and four to teach collaboratively with the classroom teacher during reading and math instructional periods. School No. 14 does not contain the space necessary to set up additional classrooms. A second grade Literacy Enrichment Academic Program (LEAP) Teacher will also be hired. Bilingual Teacher will work cooperatively with first grade teacher for literacy instruction.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Fifteen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	169	9	9	Y
<u>7th Grade</u>	180	6	6	N
<u>6th Grade</u>	183	6	6	N
<u>5th Grade</u>	145	6	6	N
<u>4th Grade</u>	115	6	6	Y
<u>3^h Grade</u>	66	5	5	Y
<u>2nd Grade</u>	50	3	3	Y
<u>1st Grade</u>	74	3	3	Y
<u>Kindergarten</u>	40	2	2	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

This facility does not have the space necessary to set up additional classrooms. Class size is reduced through the use of Reduce Class Size/Accelerated Program Teachers and support staff by collaboratively working with the classroom teacher, thereby enhancing class instruction.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Sixteen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	67	2	2	N
<u>3^h Grade</u>	76	3	3	N
<u>2nd Grade</u>	73	3	3	N
<u>1st Grade</u>	69	3	3	N
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

School No. 16 requested Class Size Reduction personnel for the 2001-2002 school year. In response to our requests we were assigned a 1st grade reading tutor and a 3rd grade class size reduction teacher. Both newly filled positions allowed us to meet the state required levels during 2001-2002. In 3rd and 4th grade we have 1 *Accelerated Program Teacher who works in conjunction with the classroom teacher helping to reduce class size. We are requesting additional Class Size Reduction Teachers for September 2002.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Seventeen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	60	3	3	Y
<u>3^h Grade</u>	55	4	4	Y
<u>2nd Grade</u>	60	3	3	Y
<u>1st Grade</u>	NA	NA	NA	NA
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

The school reduces class size by placing class size reduction teachers in the classroom to teach collaboratively with the classroom teacher.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Eighteen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	110	4.5	4.5	Y
<u>7th Grade</u>	157	5	5	N
<u>6th Grade</u>	142	4.5	4.5	N
<u>5th Grade</u>	126	4	4	N
<u>4th Grade</u>	125	4	4	N
<u>3^h Grade</u>	122	4	4	N
<u>2nd Grade</u>	149	4.5	4.5	N
<u>1st Grade</u>	121	4.5	4.5	N
<u>Kindergarten</u>	NA	NA	NA	NA

*Split bilingual classrooms are reflected as .5

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

No additional classrooms can be added due to lack of space (facility). Therefore, Reduce Class Teachers collaborate (in-class support) in order to reduce class size. We will request additional staff in next year's school budget (2003-2004).

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Nineteen

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	75	3	3	Y
<u>3^h Grade</u>	75	3	3	Y
<u>2nd Grade</u>	82	3	3	Y
<u>1st Grade</u>	73	4	4	Y
<u>Kindergarten</u>	47	2	2	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

School No. 19 is not adequately designed to create additional classrooms, therefore additional support staff (as specified in our model) provides instruction in collaboration with the classroom teacher. Reduced Class Size staff is utilized in grades 1, 2, 3, and 4. The *Accelerated Program Teachers work in the classroom and in the computer lab with grade 4 providing individualized instruction when necessary as well as strengthening students' ESPA skills.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	72	4	4	Y
<u>7th Grade</u>	52	4	4	Y
<u>6th Grade</u>	91	4	4	Y
<u>5th Grade</u>	68	4	4	Y
<u>4th Grade</u>	63	4	4	Y
<u>3^h Grade</u>	66	4	4	Y
<u>2nd Grade</u>	64	4	4	Y
<u>1st Grade</u>	56	4	4	Y
<u>Kindergarten</u>	58	3	3	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

A reduce class size teacher is used in the 7th grades since enrollment is over 23 students per class. Therefore, in order to effectively meet the needs of the students, it is necessary for reduce class size teachers to assist. In order to meet the needs of the students in language arts, an *Accelerated Program Teacher assists the regular classroom teacher in achieving goals, skills, and concepts. Another necessary component to the program is individualized instruction for those students who are borderline in passing the GEPA.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-One

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	69	4	4	N
<u>7th Grade</u>	97	4	4	Y
<u>6th Grade</u>	95	4	4	N
<u>5th Grade</u>	92	4	4	N
<u>4th Grade</u>	95	4	4	N
<u>3^h Grade</u>	84	4	4	N
<u>2nd Grade</u>	85	4	4	N
<u>1st Grade</u>	90	4	4	N
<u>Kindergarten</u>	57	3	3	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

Despite our new building addition, which created two additional classrooms in grades 5 and 6, this facility still does not have the space necessary to meet all our classroom needs. Through Success For All reading (Roots and Wings), our instructional class size in grades 1-5 is reduced by utilizing teacher tutors.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-Four

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	83	5	5	Y
<u>7th Grade</u>	108	4	4	N
<u>6th Grade</u>	118	4	4	N
<u>5th Grade</u>	102	4	4	N
<u>4th Grade</u>	64	4	4	Y
<u>3^h Grade</u>	59	3	3	Y
<u>2nd Grade</u>	60	2	2	N
<u>1st Grade</u>	65	2	2	N
<u>Kindergarten</u>	61	3	3	N

Support staff members may service students in more than one classroom or grade level

*** Strategies to address Non-Compliance?**

Presently, at all grade levels, the over-subscription has been addressed by providing a Reduce Class Size Teacher who collaboratively works with the regular classroom instructor. However, the classrooms are still overcrowded.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-Five

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	66	3	3	Y
<u>7th Grade</u>	87	3	4	Y
<u>6th Grade</u>	91	3	3	N
<u>5th Grade</u>	80	3	3	N
<u>4th Grade</u>	70	4	4	Y
<u>3^h Grade</u>	69	4	4	Y
<u>2nd Grade</u>	65	3	3	N
<u>1st Grade</u>	72	3	3	N
<u>Kindergarten</u>	45	2	2	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

The School No. 25 physical plant lacks the capacity to house seven additional classrooms. There is a request for additional classrooms in "Facilities Proposal". Requested in 2002-2003 school budget.

The school will reduce class size by reassigning the *accelerated program teachers to class reduction teachers. They will utilize a collaborative teaching approach with the classroom teacher. Tutors are being requested in our budget to address the needs of individual students. Their focus will be on individualized instruction in small groups as well as on an individual basis to insure that students master the Core Curriculum Content Standards while infusing the six developmental pathways.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement. Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-Six

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	65	3	3	Y
<u>7th Grade</u>	72	3	3	Y
<u>6th Grade</u>	63	3	3	Y
<u>5th Grade</u>	60	2	2	N
<u>4th Grade</u>	60	3	3	Y
<u>3^h Grade</u>	66	2	2	N
<u>2nd Grade</u>	56	3	3	Y
<u>1st Grade</u>	51	2	2	N
<u>Kindergarten</u>	35	2	2	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

The Reduce Class Size Teachers assigned to specific grade levels are not reflected in the average daily enrollment (ADE) of the State Report Card, the WSR Implementation Plan and this report. Due to limited physical space additional classrooms are not an option at this time. However, in order to accommodate the required levels Accelerated Program Teachers and Reduce Class Size Teachers are utilized during reading and mathematics.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-Seven

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	106	4	4	N
<u>7th Grade</u>	106	4	4	N
<u>6th Grade</u>	114	4	4	N
<u>5th Grade</u>	101	4	4	N
<u>4th Grade</u>	93	3	3	N
<u>3^h Grade</u>	80	4	4	Y
<u>2nd Grade</u>	81	3	3	N
<u>1st Grade</u>	93	3	3	N
<u>Kindergarten</u>	99	4	4	N

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

Teacher tutor/BSI assigned exclusively to 7th and 8th grade. Teacher tutor assigned to grades 4, 5 and 6. CSR Teacher assigned to grade 2. Teacher Tutor assigned to grade 1. Additional Kindergarten Teacher assigned to reduce class size.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-Eight

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	84	4	4	Y
<u>3^h Grade</u>	108	5	5	Y
<u>2nd Grade</u>	93	4	4	N
<u>1st Grade</u>	85	4	4	N
<u>Kindergarten</u>	86	4	4	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

This facility does not have the space necessary to set up additional classrooms. The school reduces class size by placing class size reduction teachers in the classroom to teach collaboratively with the classroom teacher. The reduce class size teacher also works with small groups of students in the classroom during reading and math instructional periods.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

School Number Twenty-Nine

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	51	2	2	N
<u>3^h Grade</u>	48	2	2	N
<u>2nd Grade</u>	46	2	2	N
<u>1st Grade</u>	54	2	2	N
<u>Kindergarten</u>	41	2	2	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

We are a small, leased school with 14 classrooms, 4 of which are special education. We do not have space for a library or a computer lab. No changes have been made to our building to accommodate the student populations; this problem remains the same. The district is aware of our needs for a larger facility. In the meantime, in order to reduce the student-teacher ratio during both Success For All Reading and Power Math cycles, a collaborative team teaching approach is utilized to enhance student learning. Reduce Class Size teachers are also utilized.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

Martin Luther King Jr. Complex

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	77	4	4	Y
<u>7th Grade</u>	101	4	4	N
<u>6th Grade</u>	122	4	4	N
<u>5th Grade</u>	111	4	4	N
<u>4th Grade</u>	89	3	3	N
<u>3^h Grade</u>	112	4	4	N
<u>2nd Grade</u>	115	4	4	N
<u>1st Grade</u>	109	5	5	N
<u>Kindergarten</u>	354	18	18	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

This facility does not have the space necessary to set up additional classrooms. The school reduces class size by placing Reduce Class Size Teachers in the classroom to teach collaboratively with classroom teachers. The Accelerated Program Teacher also works with small groups of students during reading and math instructional periods.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

Edward W. Kilpatrick School

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	59	3	3	Y
<u>3^h Grade</u>	88	3	3	N
<u>2nd Grade</u>	56	4	4	Y
<u>1st Grade</u>	69	4	4	Y
<u>Kindergarten</u>	76	4	4	Y

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

There are obstacles in meeting or maintaining the required levels of the number of students per classroom. There is a new housing community with many units, which will impact on the increased number of school-aged children in the area. Special permission requests that are granted also have an impact on the student per classroom ratios. A review of addresses of families living out of the EWK district can help control these ratios.

Success For All tutors work with small groups of students in the morning reading program and provide individual instruction for the remainder of the day. Two Reduce Class Size teachers service students in grades three and four.

Unless additional reduced class size/accelerated program teachers are hired, we will not be able to meet the state's class size requirements.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

Roberto Clemente School

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	47	2	2	Y
<u>3^h Grade</u>	97	5	5	Y
<u>2nd Grade</u>	115	5	5	N
<u>1st Grade</u>	96	5	5	Y
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

* Strategies to address Non-Compliance?

This facility does not have the space necessary to set up additional classrooms. The school reduces class size by using tutors to downsize reading classes, and including instructional assistants during science, math and social studies lessons, and including funds in our budget for a class size reduction teacher. The district is planning to build a new Roberto Clemente School will provide more classroom space.

Unless additional reduced class size/accelerated program teacher program teacher are hired, we will not be able to meet state's class size requirement.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

Dale Avenue School

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	NA	NA	NA	NA
<u>7th Grade</u>	NA	NA	NA	NA
<u>6th Grade</u>	NA	NA	NA	NA
<u>5th Grade</u>	NA	NA	NA	NA
<u>4th Grade</u>	NA	NA	NA	NA
<u>3^h Grade</u>	NA	NA	NA	NA
<u>2nd Grade</u>	NA	NA	NA	NA
<u>1st Grade</u>	78	4	4	Y
<u>Kindergarten</u>	299	14	14	Y

Support staff members may service students in more than one classroom or grade level

*** Strategies to address Non-Compliance?**

Our enrollment increases as the year progresses since we are a school that accommodates the overflow of several schools. We have collaborative teachers on staff to facilitate instruction if classes exceed the 1:21 ratio.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

Class Size Reduction (CSR) School-by-School Summary by Grade Level ² (2001-2002)

Norman S. Weir School

Grade	# of students	# of Classes	# of Teaching Staff	Compliance w/ Abbott Regulations?
<u>8th Grade</u>	27	1	1	N
<u>7th Grade</u>	28	1	1	N
<u>6th Grade</u>	26	1	1	N
<u>5th Grade</u>	25	1	1	N
<u>4th Grade</u>	24	1	1	N
<u>3^h Grade</u>	27	1	1	N
<u>2nd Grade</u>	21	1	1	Y
<u>1st Grade</u>	24	1	1	N
<u>Kindergarten</u>	NA	NA	NA	NA

Support staff members may service students in more than one classroom or grade level

*** Strategies to address Non-Compliance?**

NSW will enroll 21 children in grade one in 2002-2003 but will not ask enrolled students to leave. We took no new students in grade 3, 5, 6, 7, 8, which will allow those numbers to decrease, as students leave the school.

NSW uses *Accelerated Program Teachers as TEAM TEACHERS, thus reducing class size ratios during reading, math, and some science and social studies periods.

*Accelerated and Reduce Class Size staff work with small groups and individual students to improve student achievement.

6A:24-2.1 (9) indicates required class sizes as follows: Pre-K requires 15:1 with an aide; grades K-3—1:21 (kindergarten requires an aide); grades 4-8- 1:23; grades 9-12 – 1:24

PATERSON PUBLIC SCHOOLS ANNUAL REPORT

APPENDIX D

SCHOOL MANAGEMENT TEAM REPORT 2001-2002

Appendix D
SMT Status 2001-2002

School Name: Public School No. 1

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	10	None	Home School Council and Parent Liaison will continue to contact parents and encourage their participation in all school activities. A monthly calendar and School No. 1 newsletter will continue to be disseminated in order to keep parents informed of all school activities.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutors	Yes		

School Name: Public School No. 2

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	9	It is not always possible for parent representatives to attend the bi-monthly meetings.	A School/Community Liaison has been hired and will meet with the School Management Team.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutors	Yes		

School Name: Public School No. 3

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	17	There is a lack of parent and community member participation.	Individual parents have been contacted by phone.
Budget Authority	Yes		
Personnel Authority	Yes	Working parents find it difficult to attend monthly meetings.	Back to school letters and activities encourage parents to participate and meeting dates have been sent to all members. Dates have been included in the school's bilingual calendar which is sent home every month and on the school's website.
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 4

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	10	It is difficult to recruit parents to serve on the School Management Team (SMT).	School newsletter will continue to be used as a device to encourage parents to join the various activities at school Class parents will be established by homeroom teachers. Our goal is to have at least 3 per grade level.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No	Parent Liaison position is vacant. Job posting for interested job seeker.	Communicate with parents at meetings, back to school programs, and information sent home via students. Alternate meeting times a) 6:00 pm b) 12 Noon.
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 5

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	It has been difficult to recruit parents to serve on committees and on the School Management Team (SMT).	Parent Liaison will continue to contact parents and encourage their involvement in school activities. Attempts will continue to be made by staff and administrators to actively engage parents to participate on the School Management Team and school activities.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	No		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 6

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	13	It has been difficult to coordinate meeting times with the community liaison.	Meeting times remain flexible in order to accommodate the community liaison.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 7

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	8	Due to our diverse school population, it has been difficult to recruit parents to serve on the School Management Team (SMT).	Task forces will continue to contact parents and to provide student/parent workshops and involvement in other school activities.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	No		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	N0		

School Name: Public School No. 8

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	18	Parent team member moved from district. Called a meeting and no new nominations were made.	New elections in September. Utilize our newsletter to advertise.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 9

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	One parent and one community position are vacant on the committee. Parent Liaison positions are vacant. Working parents find it difficult to attend monthly meetings.	Staff was notified of needs. Parents and community members are being contacted to serve on the committee. Parent liaison personnel will be hired. Newsletter and calendar notify parents about SMT meetings and all school activities.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 10

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	18	It has been difficult to implement all of the training sessions necessary to cover all of the required training for the Whole School Reform model. The budget process has been very time consuming and difficult with limited resources.	Training sessions will be scheduled for after school and Saturday workshops. Budget preparation will begin sooner and be more organized. Parent Liaison, school newspaper, and teacher follow-up calls and notes will be used to keep parents informed.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No	It has been difficult to increase the parent participation in serving on both the School Management Team (SMT) and Home School Council.	
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 11

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	8	School #11 did not experience any obstacles to implementation during the 2001-2002 school year.	NA
Budget Authority	Yes		
Personnel Authority	No		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 12

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	Lack of substitutes makes it difficult to have staff attend all trainings available during the school day.	None
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 13

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	20	It continues to be difficult to encourage parents that serve on the School Management Team (SMT) and Task Forces to attend meetings and participate in school activities. Scheduling for our twice monthly SMT meetings became a problem.	Our Parent Liaison will continue to contact parents & encourage their involvement in activities. Information continues to be distributed through the School No. 13 Newspapers and the SMT meeting minutes. We will continue to present assembly programs for parents & families following Home School Council Meetings to attract parents. We will try to be more creative with scheduling SMT meetings during different times of the day (to accommodate parents)
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 14

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	8	School Management Team parent and community representative formal training was delayed due to time restraints and scheduling. It has been difficult to maintain consistent attendance of parent and community representative for School Management Team meetings.	School bulletin board and newsletter will be developed to keep parents informed about school activities. The Parent Liaison will play a key role in contacting parents and encouraging their participation.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 15

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	9	It has been difficult to schedule meetings due to the lack of teacher coverage. (Substitutes)	Alternating times of SMT meetings.
Budget Authority	Yes		Parents will continue to be informed about school activities through letters, Home School Council and our monthly school newsletter.
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 16

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	12	School No. 16 did not experience any obstacles to implementation during the 2001-2002 school year.	NA
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 17

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	8	It has been difficult to schedule meetings so that every member may attend.	<p>The School newsletter and web site will have a section to keep parents informed about school activities.</p> <p>At the first meeting, SMT members will agree on a meeting schedule and time that will enable everyone to attend.</p>
Budget Authority	Yes		
Personnel Authority	No		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 18

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	19	Recruiting parents to serve on committees and the SMT continues to be a problem. A Resource Room and Bilingual teacher were not hired due to the lack of qualified applicants.	We will be hiring a Parent Liaison for the coming school year. We will be increasing communication with home and school by providing an agenda to every student, which includes a handbook reflecting our new discipline policy established this year. Number of SMT members increased this year since our Technology Coordinator and Facilitator are sitting on the committee as non-voting members.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No	Due to a job transfer we do not have a Parent Liaison at this time.	
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 19

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	Lack of parent participation.	The Parent Liaison serves on the SMT. Home School Council meetings, monthly newsletters/notices as well as phone interaction by the Parent Liaison will serve as communication to parents and community requesting parent members to serve on the SMT.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	No		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 20

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	12	It has been difficult to recruit parents to serve on the School Management Team (SMT).	Increased hours for Parent Liaison.
Budget Authority	Yes		School newsletter will be published quarterly highlighting and keeping parents informed about CES activities.
Personnel Authority	Yes		
Representation conforms to code	Yes		CES Coach will address at least 2 HSC meetings; WSR Facilitator will be on every HSC agenda.
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 21

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	It has been difficult to get parents that are on the School Management Team (SMT) to attend monthly meetings. No Parent Nomination for open seat.	Parent liaison will continue to contact parents and encourage their involvement. Special elections in September to fill seat.
Budget Authority	No		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 24

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	10	Currently the position for the community person is open. It is our intention to fill this position shortly.	Increased parental involvement continues to be addressed through the parent liaison and the Home School Council. We have developed a newsletter to keep parents informed about school activities.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 25

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	15	Parents serve on the School Management Team (SMT) but it is difficult to get broad based parental participation on a consistent basis.	<p>The Parent Liaison position, which was vacant during the 2000-2001 academic year, has been filled. She will contact parents and encourage them to participate in school activities.</p> <p>Monthly school calendars and fliers are sent home to keep parents abreast of school programs and activities.</p>
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 26

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	School No. 26 did not experience any obstacles to implementation during the 2001-2002 school year.	None
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	Yes		

School Name: Public School No. 27

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	17	School No. 27 did not experience any obstacles to implementation during the 2001-2002 school year.	None
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutor	No		

School Name: Public School No. 28

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	18	<ul style="list-style-type: none">○ Staff transfers which impact on Whole School Reform (WSR) training○ High number of new teachers with limited knowledge of WSR○ High mobility of students/parents○ Shortage of qualified instructional staff○ Limited number of substitutes○ Vacancies in Student Staff Support Team personnel	Strategies include: <ul style="list-style-type: none">○ In-House Whole School○ Reform (WSR) Training○ Substitute Recruitment○ Teacher Recruitment○ Outside mentoring services
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutor	N/A		

School Name: Public School No. 29

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	12	None	NA
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutors	Yes		

School Name: MLK

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	20	It is difficult to recruit parents to serve on committees and on the School Management Team.	Parent liaison position must be filled to contact parents and encourage their involvement in school activities. School notices, newsletters, and a website will be developed to keep parents informed about school activities.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	No		
Full Time Instructional Facilitator	Yes		
Tutors (LEAP only)	Yes		

School Name: EWK

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	11	The parental representation towards the end of the school year seems to drop off.	Discussions with the Home School Council President and planned notification of parents have all been part of the recruitment process. Reminder notices and phone calls to elected members will occur more this year.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutors	Yes		

School Name: Roberto Clemente

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	10	Meeting times during the day were difficult for working parents and also interrupted instruction.	Stipend to pay staff for after school meetings.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutors	Yes		

School Name: Dale Ave.

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	21	It has been difficult to establish a parent component on our School Management Team (SMT). The Parent Liaison position, which was vacant during the 2000-2001 academic year, has been filled.	Send a monthly calendar to keep parents informed about school activities. A newsletter is sent home quarterly addressing activities and functions.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
		We also have different sending schools enrolling students at Dale Ave. this year.	
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	No		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutors	No		

School Name: N.S.W.

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	17	Lack of complete communication between the school and central office. Budgets that are planned then cut also present a major obstacle to school operations.	Frequent Comer steering committee meetings with the developer and a representative from central office.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
Media Technology Coordinator	Yes		
Library Media	Yes		
Parent Liaison	Yes		
Full Time Instructional Facilitator	Yes		
Tutors	No		

School Name: Eastside High School

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	13	Community members have not been appointed.	The school will continue to seek community members to serve on the SMT.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	No		
Professional Development	No		
POSITION	Yes / No		
School-to-Career Coordinator	No		
Dropout Prevention	Yes		
Health and Social Services	Yes		
Technology Coordinator	Yes		

School Name: John F. Kennedy High School

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	12	School-based budgeting and WSR process were modified, and, in part, suspended by the state in a mid-year reassessment of DOE policy. Budget reductions also introduced uncertainty into implementation plans.	Facilitators, SMT, and CES coaches have attempted to proceed with implementation plans while monitoring revisions in WSR mandates.
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
School-to-Career Coordinator	Yes		
Dropout Prevention	Yes		
Health and Social Services	Yes		
Technology Coordinator	Yes		

School Name: Rosa Parks High School

	Yes / No	Obstacles to Implementation	Strategies
No. on SMT	13	None	NA
Budget Authority	Yes		
Personnel Authority	Yes		
Representation conforms to code	Yes		
Professional Development	Yes		
POSITION	Yes / No		
School-to-Career Coordinator	No		
Dropout Prevention	Yes		
Health and Social Services	Yes		
Technology Coordinator	Yes		